



this **ACIATE/CTTE yearbook** was

scanned at the department of

**Technology and Engineering Education,**

Central Connecticut State University



...by Johnny Kassay and Pat Foster from the collections of several educators, including David Sianez and James DeLaura.

**Responsibility for any copyright infringement is claimed by Patrick N. Foster.** This book was scanned one page at a time at 200 dpi. If you have a copy of this book we can dismember and scan via OCR, please contact fosterp <at> ccsu.edu.

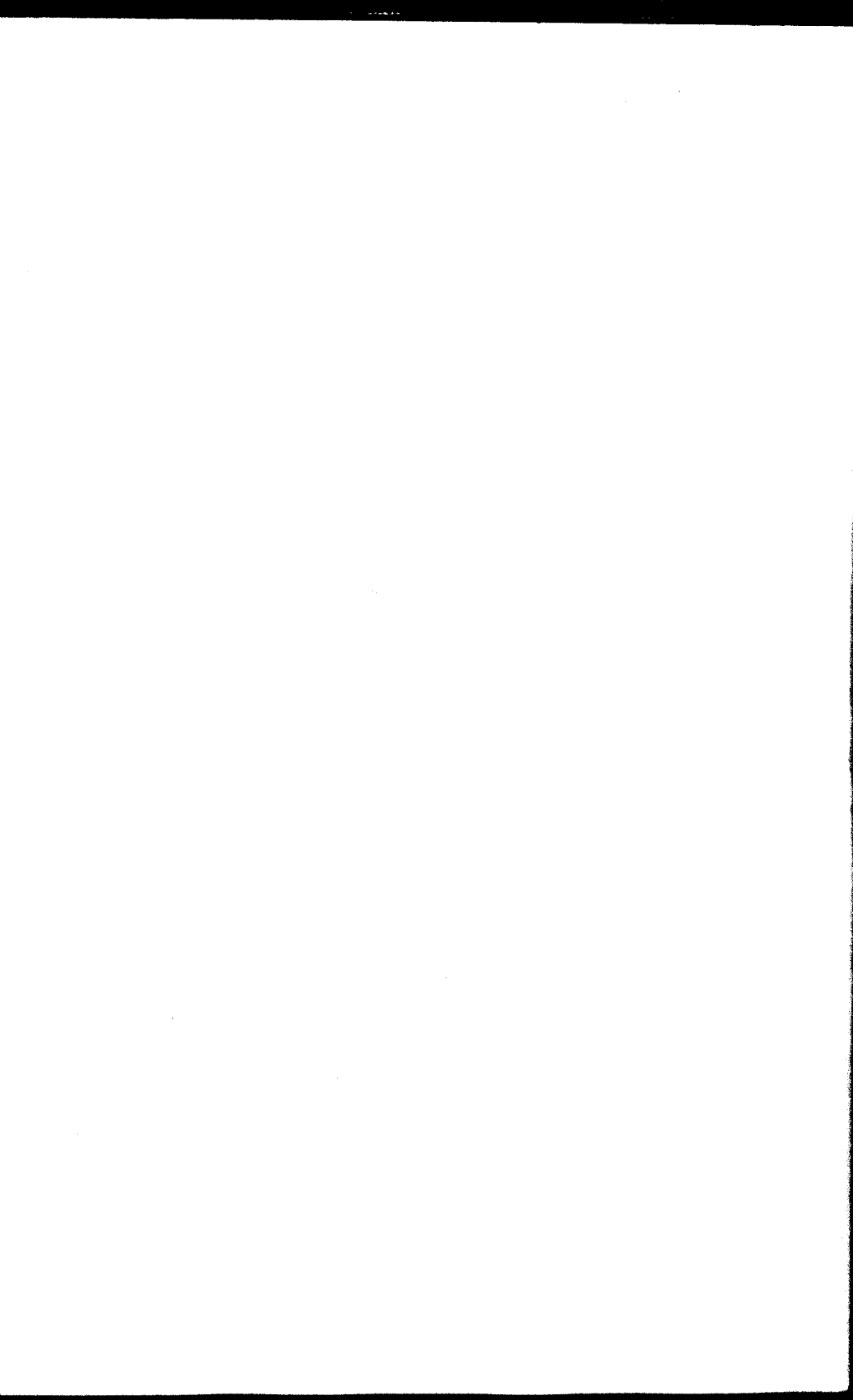
TEACHER EDUCATION

# The Accreditation of Industrial Arts Teacher Education

AMERICAN COUNCIL ON INDUSTRIAL ARTS

SEVENTH YEARBOOK 1958

SEVENTH YEARBOOK - 1958 - AMERICAN COUNCIL  
ON INDUSTRIAL ARTS TEACHER EDUCATION



# The Accreditation of Industrial Arts Teacher Education

*Verne C. Fryklund, Ph.D.*  
President, Stout State College  
Menomonie, Wisconsin  
Editor

H. L. Helton, *Ed. D.*  
Department of Industrial Arts  
Northeastern State College  
Tahlequah, Oklahoma

SEVENTH YEARBOOK — 1958 — AMERICAN COUNCIL  
ON INDUSTRIAL ARTS TEACHER EDUCATION

PUBLISHED 1958

By American Council on Industrial Arts Teacher Education

*This book has not been copyrighted. It is hoped that teacher education institutions will reproduce its content, or portions thereof, for purposes of self-improvement.*

LITHOGRAPHED IN U.S.A.

Distributed for the Council

By McKnight & McKnight Publishing Company

Bloomington, Illinois

## Foreword

For a number of years the accreditation of special areas of teacher education has been a subject of discussion among educators engaged in the preparation of teachers for these areas. Yet, curiously, little systematic study and attention has been given to this possibility. National accreditation is a complex and involved matter since the decision to accredit and the development of accreditation procedures is not the prerogative of any sufficiently interested group. The group itself must be recognized and accredited by a national authority.

In 1950 Professor Baysinger of Wayne State University and President Verne Fryklund of Stout State College met with a group of college presidents in Madison to consider the need for accreditation of special areas of teacher education including industrial arts. This meeting led to a series of events, which culminated in the appointment of the National Committee on Accreditation of Industrial Arts Teacher Education. The secretary of this committee, Professor H. L. Helton, became responsible for the conduct of a study on accreditation which was utilized in the development of this yearbook.

The thorough appreciation and deep gratitude of every member of the American Council on Industrial Arts Teacher Education is felt toward the McKnight & McKnight Publishing Company for their outstanding professional zeal in underwriting and making possible our yearbook program.

The Council is especially indebted to Dr. Verne Fryklund for his many efforts in the furtherance of a systematic consideration of accreditation and for the many hours expended in his work as editor of this yearbook.

The American Council on Industrial Arts Teacher Education is pleased to present Yearbook VII, *Accreditation of Industrial Arts Teacher Education* to the profession. It is our sincere hope that it will prove to be another effective aid to the continuing improvement of industrial arts teacher education. A significant effort is represented in this yearbook; the effectiveness of its use is now the responsibility of all industrial arts teacher educators.

John Fuzak, President  
American Council on  
Industrial Arts Teacher  
Education

Boston, Massachusetts  
April 30, 1958

Officers of the American Council on Industrial  
Arts Teacher Education

President: John Fuzak, Lansing, Michigan  
Vice-President: Ray Karnes, Urbana, Illinois  
Secretary: William Tierney, College Park, Maryland  
Treasurer: G. S. Wall, Menomonie, Wisconsin



## AMERICAN COUNCIL ON INDUSTRIAL ARTS TEACHER EDUCATION

### The National Committee on Accreditation

Chairman: Verne C. Fryklund, President, Stout State College, Menomonie, Wisconsin.

Gerald B. Baysinger, Associate Professor, Department of Industrial Education, Wayne University, Detroit, Michigan.

Emanuel E. Ericson, Professor, Industrial Arts Education, University of California, Santa Barbara, California.

John F. Friese, Professor, Industrial Arts Education, Pennsylvania State University, University Park, Pennsylvania.

R. Lee Hornbake, Head, Department of Industrial Education, University of Maryland, College Park, Maryland.

DeWitt T. Hunt, Specialist for Industrial Arts, U. S. Office of Education, Washington, D. C. (Retired 1956).

M. Ray Karnes, Chairman, Department of Industrial Education, University of Illinois, Urbana, Illinois.

Bernard S. Proctor, Head, Department of Industrial Education, Central State College, Wilberforce, Ohio.

John A. Whitesel, Professor, Industrial Arts Education, Miami University, Oxford, Ohio.

Gordon O. Wilber, Director, Industrial Arts Teacher Education, State University of New York, Oswego, New York. (Retired, 1957).

Walter R. Williams, Jr., Director, Vocational and Adult Education, State Department of Education, Tallahassee, Florida.

Secretary to the Committee: H. L. Helton, Department of Industrial Arts, Northeastern State College, Tahlequah, Oklahoma.

### Consultants

Dr. Ray A. Wigen, Director of Graduate Studies and Chairman of the Stout State College Accreditation Committee.

Dr. Marshall Schmitt, Specialist for Industrial Arts, U. S. Office of Education, Washington, D. C.



# Preface

This yearbook is a condensed report of a seven year national study relating to the accreditation of industrial arts teacher education. At the outset, all groups in the nation associated in interest with industrial arts were represented on the original committee. The committee as it stands in 1957 is essentially representative, but the project itself is sponsored by the American Council on Industrial Arts Teacher Education, an affiliate of the American Industrial Arts Association.

The evaluative instruments herein presented are essentially for departmental self-evaluation and intended for use by departmental personnel in studying their going programs with the view to improving them. The instruments are designed to complement instruments developed by national and regional accrediting agencies and are not assumed to duplicate or replace such other official accrediting instruments as are used in the survey of an entire college. Reasons for this point of view appear elsewhere in the book, especially in Chapters I and II.

At the request of the National Council for Accreditation of Teacher Education, the American Council on Industrial Arts Teacher Education assumed responsibility for this study. The ACIATE then appointed a national committee with the editor of this Yearbook as Chairman. The names of personnel of this committee appear elsewhere in this volume. To them special acknowledgments are due for their work in preparation for this yearbook.

The editor acknowledges also the valuable work done by Dr. W. Earl Armstrong in writing Chapter I and Dr. Ray A. Wigen who wrote Chapter II, and Mr. H. L. Helton who had the responsibility, as Secretary of the National Committee on Accreditation of Industrial Arts Teacher Education, for carrying on the research and for the preparation of the major portion of this report. His work was done in partial fulfillment of the requirements for the doctorate at Wayne State University of Detroit, Michigan. Mr. Gerald Baysinger, the first secretary of the committee, is also deserving of special acknowledgment for implementing the earlier stages of the study.

Verne C. Fryklund  
Editor



# Contents

Chapter I. Purposes and Procedures in Accreditation .....	1
Chapter II. History of Accreditation .....	6
Chapter III. Conduct of the National Survey .....	19
Figure 1. Geographical Location of Institutions In- vited to Participate in the Study .....	20
Table I. Questionnaires Mailed and Returned ....	21
Table II. Distribution and Response to 202 Ques- tionnaires Mailed to 45 States .....	22
Table III. Items Rated Important by the Greatest Number of Respondents .....	24
Chapter IV. The Evaluative Instrument .....	32
Chapter V. Supplementary Guide for Industrial Arts Teacher Education .....	57
Chapter VI. Role of Industrial Arts Education in Self-Improvement .....	62
Appendix A. Accreditation in Industrial Arts Education – The Questionnaire and Responses .....	66
Appendix B. Standards and Guide for Accreditation of Teacher Education .....	82



## Purpose and Procedures in Accreditation

In most countries the central government determines what colleges and universities will be permitted and the standards which they must maintain in order to offer various types of curricula. The central government of the United States exercises no such authority. Education in the United States is regarded as a function of the various states. The amount of control which they exercise, however, at the higher education level is limited largely to the chartering of colleges and universities. With the exception of teacher education in a few states, the states do not set standards which institutions must meet in order to offer various curricula.

### MAJOR PURPOSES OF ACCREDITATION

The absence of legal controls of most aspects of higher education created a vacuum into which voluntary accreditation moved. The major purposes in the beginning were the same as they are today. They were and are to establish some basis for helping officials of institutions and the lay public to judge the quality of educational programs offered in various institutions, to stimulate institutions to improve their educational programs, and, to some extent, to establish regional and national norms which would give the United States at least the semblance of a national system of higher education. The last purpose, if it ever existed in the minds of a responsible group, has never been realized. The voluntary nature of accreditation and the strong conviction that the interests of society will be best served by the exercise of freedom on the part of higher education institutions as to what should be taught and how have combined to encourage diversity rather than uniformity. Only as faculties of institutions have by agreement adopted certain standards has any degree of uniformity been brought about. Much of the similarity of programs that now exists is due to publications, con-

\*Prepared in September 1957 by W. Earl Armstrong, Director, National Council for Accreditation of Teacher Education, for publication in the 7th Yearbook of the American Council on Industrial Arts Teacher Education.

ferences, and other meetings of associations completely divorced from accreditation.

The first two purposes – faculty stimulation and public assurance of quality – have varied in relative emphasis from time to time. And, as will be pointed out presently in this statement, the relative emphasis on the two purposes depends upon whether the general strength of the institution's educational program or an aspect of it designed to prepare persons for a specific profession is involved. Faculty stimulation comes about primarily through the use by them of standards in the self-evaluation of their programs. Of course, some stimulation comes also from associating with faculty members from other institutions at the time of the evaluation by an outside group and from the report which this outside group makes back to the institution. It is desirable to foster this purpose of accreditation because improvements made as a result of personal acceptance are more likely to be lasting than those made under pressure. On the other hand, society has a right to expect the accredited label to mean more than that the faculty has been stimulated. Other institutions which receive transfers from an institution, young people who are thinking of applying for admission, parents who are staking their resources on the education of their children, and employing groups have a right to expect accreditation to provide some assurance of the quality of an educational program being offered by the institution concerned. In the final analysis, this assurance to society is the major purpose to be served by accreditation. Faculty stimulation is largely a means to this end.

## GENERAL AND PROFESSIONAL ACCREDITATION

Aside from the limited accreditation done by state legal agencies, accreditation as now practiced in the United States may be classified as general or professional. General accreditation is done through six regional accrediting associations – Middle States, New England, North Central, Northwest, Southern, and Western. Professional accreditation is done by twenty-one professional accrediting bodies, each dealing with its particular professional field. These fields include dentistry, engineering, forestry, law, medicine, nursing, social work and twelve others in addition to teaching.

General accreditation provides assurance of the general strength of a college or university. From the standpoint of program, it covers liberal education and, to the extent that an institution offers programs which prepare for professions, general accreditation covers the relation-



ship of the professional programs to the institution as a whole. For society, general accreditation offers assurance of the financial stability of the institution, the effectiveness of its administration, the adequacy of its facilities including library and laboratories, the appropriateness of its general curriculum, the general strength of its faculty, the quality of its student personnel program, and the quality of instruction. All of these factors are basic to most professional education and especially so in the case of teacher education. The teacher uses his general education in the practice of his profession more perhaps than any other professional person.

Professional accreditation begins where general accreditation stops. Using general accreditation as a base, professional accreditation evaluates the professional program concerned: covering the professional objectives, the organization of the institution for providing the professional program, student personnel policies relating to the profession, the curriculum for the profession, the qualifications of the professional faculty, and the adequacy of the facilities available for offering the professional program. Increasingly, professional accrediting bodies are requiring general accreditation, which in practical terms is regional accreditation, before they will evaluate professional programs.

Aside from differences in the factors evaluated, the major difference between general and professional accreditation is in the philosophic orientation of the two groups. Because general accrediting bodies consist of associations of institutions, they emphasize self-evaluation. And because of their specialized interests, professional accrediting bodies place more emphasis on compliance with standards.

## ACCREDITATION OF TEACHER EDUCATION

The accreditation of teacher education presents problems not common, at least to the same degree, in the accreditation of other professional programs. Teacher education, in the first place, is more closely interwoven with liberal education than most of the other professional programs. Whereas dentistry and medicine each has a single curriculum, a teacher education program may involve twenty or more different curricula. In fact, when the National Council for Accreditation of Teacher Education was organized in 1952, several specialized groups including business education, physical education, and industrial arts were in the process of organizing as independent accrediting

bodies for their special segments of the teaching profession. The organization of the Council and the decision by the National Commission on Accrediting to recognize only one accrediting body for the entire field of teacher education, led these and other similar groups to identify themselves with the Council. Each one has already or is in the process of developing supplements for collecting specific information bearing on their special field and are providing a panel of persons competent to evaluate their programs. All evaluations are comprehensive in nature and accreditation is in terms of broad categories. Under the present policies of the Council, an institution may be accredited for one or more of the following categories: (1) elementary school teachers, (2) secondary school teachers, (3) school service personnel which includes administrators, supervisors, and guidance counselors.

All evaluations for purposes of accreditation pass through the following stages:

1. The chief administrative officer of the institution concerned files two copies of a Preliminary Application with the Director of the Council. This Preliminary Application supplies general information about the teacher education program including the specialized areas for which it prepares persons.
2. The institution goes through a process of self-evaluation and on the basis of the Guide develops a report of 100 pages or less, ten copies of which it sends to the Council. This report provides information about the total program of teacher education as related to the seven standards issued by the Council.
3. A visiting team of three or more members, using the report as a base, evaluates the total teacher education program and reports its findings to the Council.
4. The Council's Committee on Visitation and Appraisal reviews the report of the evaluators and makes a recommendation to the Council as a whole.
5. The Council takes action on each application basing its judgment on the extent to which its standards are met.
6. The Director informs the administrative officer of the institution concerned of the action taken by the Council.
7. The name of the institution, and the categories for which it is accredited, is published in the next annual list of institutions accredited by the Council.

The policies and procedures of the Council have specific implications for the accreditation of programs for the preparation of indus-

trial arts teachers. There are no separate standards for industrial arts programs. The standards of the Council apply with equal force to all programs provided information about those programs is available. There is, therefore, or will be when it is approved by the Council, an Industrial Arts Supplement to the Guide which will get from the institution sufficient information about its industrial arts program to determine whether it meets the general standards. If, at the time the team of evaluators is being selected, it appears that the industrial arts program represents a major portion of the program for the preparation of secondary school teachers, an evaluator is selected from the panel of specialists in industrial arts. He becomes a member of the total team of evaluators and helps with the total evaluation.

The industrial arts group is encouraged by the Council to develop any forms that will help this specialized group in any institution to improve its program through informal self-evaluation. It is also encouraged to provide consultants to institutions interested in improving their programs for the preparation of industrial arts teachers.

## CHAPTER II

# History of Accreditation

The history of accreditation of industrial arts teacher education reveals that the leaders in the field have seen the need for establishing standards that would be helpful in their efforts to improve their work. The problems of doubt and fear that characterized the development of standards by agencies concerned with the improvement of higher education in general and with teacher education in particular were also encountered by industrial arts committees. The history of accreditation of industrial arts teacher education would not be complete without a short review of the regional and national accrediting agencies that pioneered the movement.

## ACCREDITING AGENCIES

The movement of establishing accrediting procedures for the improvement of higher education has paralleled the development of colleges and universities in our nation. Historically, accrediting agencies sought to improve higher education by use of standards pertaining to an institution as a whole. However, the movement in accreditation developed in the direction of departmental accreditation in the professional fields. Departmental accreditation by powerful professional agencies resulted not only in a disproportionate emphasis and provision of funds for the accredited department, but also created the movement to remove control of such a department from the administrators of the colleges and universities. Although accrediting agencies were voluntary, their very nature and power were such that non-membership had tragic effects upon non-accredited educational institutions.

Since 1917, the U.S. Office of Education has published the bulletin, *Accredited Higher Institutions*, describing the status of accreditation of the colleges and universities in our nation. Accrediting agencies are classified according to Regional Associations, State Universities, and the State Department of Education. The U.S. Office of Education also publishes a bulletin, *Education Directory - Higher Education*, which bulletin lists the accreditation status of colleges and universities by national and regional agencies.

### Regional Accrediting Agencies

The regional accrediting agencies that prepare the standards of accreditation for their region and that also accredit the colleges and universities located in their region are as follows:

- Middle States Association of Colleges and Secondary Schools
- New England Association of Colleges and Secondary Schools
- North Central Association of Colleges and Secondary Schools
- North West Association of Secondary and Higher Schools
- Southern Association of Colleges and Secondary Schools
- Western College Association

The regional accrediting agencies have a national association, the National Committee of Regional Accrediting Agencies, for coordinating their work. The regional accrediting agencies were requested by the National Commission on Accreditation to assume responsibility for the overall evaluation of colleges and universities within their respective areas and to coordinate the activities of all national and professional accrediting agencies operating within these areas. This request was necessitated by the fact that there are twenty-one national professional accrediting agencies operating independently in the collection of membership fees and in the application of accrediting procedures.

### National Accrediting Agencies

The national accrediting agencies that prepare standards for accrediting in the major professional fields of medicine, dentistry, law, engineering, education and many other fields were instrumental in improving the general standards and quality of educational programs in the departmental fields of colleges and universities. The national professional agencies publish membership lists identifying institutions that have established and maintained high standards for the preparation of professional personnel. These lists are included in the bulletin, *Accredited Higher Institutions, 1952*, Bulletin 1952, No. 3, Federal Security Agency, Office of Education.

### National Teacher Education Agencies.

The principal challenge in the field of teacher education has been to organize a national agency for establishing standards for the improvement of teacher education at the national level. T. M. Stinnett, Executive Secretary of the National Commission on Teacher Education and Professional Standards, identified the problem in his article, "The Number One Challenge," reported in the Fifth Yearbook of The Ameri-

can Association of Colleges for Teacher Education.<sup>1</sup> Stinnett indicated that, although the teaching profession included about one-third of all the professional workers in the United States, it was the only profession which had not established national accreditation standards receiving united, profession-wide support. In fact, only 284 colleges and universities out of about 1200 preparing teachers were members of the national teacher education association – The American Association of Colleges for Teacher Education.

#### The American Association of Colleges for Teacher Education.

“The American Association of Colleges for Teacher Education and its predecessor organization, the American Association of Teachers Colleges, served as the recognized national association for the accreditation of teacher education” from 1928 to July 1, 1954. On July 1, 1954, the AACTE transferred its accrediting responsibilities to the National Council for Accreditation of Teacher Education.

The AACTE pioneered the work of preparing teacher education standards for accreditation purposes, developing nine comprehensive standards for undergraduate professional programs and one standard for advanced professional programs. The nine standards were classified as follows: Standard I – Definitions, Objectives and Organization of a College for Teacher Education; Standard II – Admission, Selection, Guidance and Placement; Standard III – Preparation of Faculty; Standard IV – Teaching Load of Faculty; Standard V – Curriculum - Instructional Patterns; Standard VI – Professional Laboratory Experiences; Standard VII – Library; Standard VIII – Financial Support; Standard IX – Appointment, Academic Freedom and Tenure.<sup>2</sup>

Lack of agreement with the AACTE standards for accreditation of teacher education by the majority of colleges and universities reduced the effectiveness of accreditation of teacher education at the national level. As a result, the National Council for Accreditation of Teacher Education was organized to provide a more democratic base of representation in the formulation of policies and procedures relating to ac-

<sup>1</sup>T. M. Stinnett, “The Number-One Challenge,” *American Association of Colleges for Teacher Education, Fifth Yearbook 1952*, pp. 18-37. Oneonta, New York: American Association of Colleges for Teacher Education.

<sup>2</sup>American Association of Colleges for Teacher Education, *Revised Standards and Policies for Accrediting Colleges for Teacher Education*, pp. 1-39. Oneonta, New York: American Association of Colleges for Teacher Education. (Revised, 1951).

creditation in the field of teacher education, and to strengthen accreditation generally in the field of teacher education.

**The National Council for Accreditation of Teacher Education.**

The National Council for Accreditation of Teacher Education (NCATE) was organized for the specific purpose of securing a more democratic representation in the formulation of policies and procedures for the accreditation of teacher education. The organization of the Council was completed on November 14, 1952. It consists of twenty-one members designated by the following constituent organizations:

- American Association of Colleges for Teacher Education . . . . .6
- Council of Chief State School Officers . . . . . 3
- National Association of State Directors of Teacher  
Education and Certification . . . . . 3
- National Commission on Teacher Education and Pro-  
fessional Standards (NEA) . . . . . 6
- National School Boards Association . . . . . 3<sup>1</sup>

The NCATE has continued to revise accreditation standards and to seek the cooperation of all representative associations concerned with the improvement of teacher education. On October 10, 1956, the National Commission on Accrediting recognized the NCATE as the national accrediting agency for teacher education. The present structure of the NCATE consists of nineteen representatives on the council who are selected by the following organizations:

- 7 – American Association of Colleges for Teacher Education
- 1 – National Association of State Directors of Teacher Education  
and Certification
- 6 – National Commission on Teacher Education and Professional  
Standards (NEA)
- 1 – National School Boards Association
- 3 – The National Commission on Accrediting shall form a com-  
mittee and ask the chairmen of the commissions on colleges  
and universities of each of the six regional associations to  
serve as individuals on this ad hoc committee whose purpose  
shall be the selection of 3 representatives to serve terms of  
not more than three years on the Council of NCATE: which  
representatives together with the 7 representatives of AACTE

<sup>1</sup>The National Council for Accreditation of Teacher Education, *A Statement of Purposes, Policies, and Procedures*, p. 1. Washington 6, D. C.: National Council for Accreditation of Teacher Education (September, 1954).

will comprise a majority on the Council and will represent all types of colleges and universities preparing teachers. <sup>1</sup>

### National Commission on Accrediting

The National Commission on Accrediting was organized on May 3, 1949, for the purpose of solving accrediting problems pertaining to colleges and universities. The Commission is not an accrediting agency; rather it is an organization sponsored by the Association of American Colleges, Association of American Universities, American Association of Junior Colleges, Association of Land-Grant Colleges and Universities, Association of Teacher Education Institutions, Association of Urban Universities, and National Association of State Universities. The Commission was organized to cope with the problem of multiplicity of accrediting agencies, variability in accrediting criteria, and duplication in accrediting procedures. Institutional members of the National Commission on Accrediting total 960 colleges and universities. The Commission has become the major organization for the administrative control of accrediting agencies. <sup>2</sup> The resolution of The National Commission on Accrediting to recognize the National Council for Accreditation of Teacher Education as the national accrediting agency for teacher education also contained the provision that some changes would be made in the selection and representation of membership in the NCATE. The new structure of the NCATE became operative on June 1, 1957.

### Accreditation of Industrial Arts Teacher Education

The history of the movement to prepare standards for the accreditation of industrial arts teacher education is of comparatively recent origin. It is worthy of note that the movement started at a time when accrediting agencies were under severe attacks by administrators of colleges and universities. Because the channels of departmental accreditation were authorized within the framework of the regional and

<sup>1</sup>The National Council for Accreditation of Teacher Education, "A Copy of Resolution Adopted by the Executive Committee of the National Commission on Accrediting October 10, 1956 Regarding the National Council for Accreditation of Teacher Education," pp. 2. Washington 6, D. C.: National Council for Accreditation of Teacher Education. (October 10, 1956).

<sup>2</sup>Fred O. Pinkham. "The National Commission on Accrediting—Progress Report." Address presented at annual meeting of the Northwest Association of Secondary and Higher Schools, December 2, 1952.



national accrediting agencies, the status of industrial arts teacher education accreditation was directly interwoven with the problems of the entire field of accreditation because the development of standards for accreditation purposes must be acceptable to, and organized within, the framework of a national or regional agency that possesses accreditation authority.

### Earlier Studies

The historical development of standards and accreditation for the improvement of industrial arts teacher education began with reports of relevant studies carried on by graduate students. The first study, "Survey of Industrial Arts Curricula in State Teacher Colleges Accredited by the North Central Association," was completed in 1913 by Harry H. Whitney at the Colorado Agricultural and Mechanical College. That master's degree thesis was "a study of the entrance requirements, faculty qualifications, shop facilities, general training, curricular standards, distribution of required credits, and major and minor courses in twenty-two teacher training institutions accredited by the North Central Association."<sup>1</sup> Although the North Central Association accredits institutions as a whole rather than by departments, the report nevertheless describes the status of industrial arts departments in the accredited colleges studied.

The second master's degree study, "A Suggested Plan of Accreditation for Industrial Arts Teacher Education Departments," was completed in 1939 by Elliott Charles Hutton at Oregon State College. His study was "an attempt to satisfy the need for more uniformity in teacher training for industrial arts education. A set of criteria for evaluation is developed with detailed suggestions for application. The study suggests an organizational form for accrediting through N. E. A., the American Industrial Arts Association, and the National Accreditation Associations, for institutions offering industrial arts teacher training."<sup>2</sup> Hutton's was the first study located that was directly related to the problem of accreditation standards for industrial arts teacher education.

At George Washington University in 1947, Dr. Ralph O. Gallington completed a doctoral study, "Teacher Education in Industrial Arts

<sup>1</sup>C. Kenneth Beach, Chm., Research Committee, National Association of Industrial Teacher Trainers. *Studies in Industrial Education*, p. 118. AVA Bulletin No. 4, 1949. Washington, D. C.: American Vocational Association, Inc.

<sup>2</sup>*Ibid.*, p. 57

with Special Emphasis on Evaluative Criteria." This thesis dealt with "the appraisal of objectives, professional education, organization, and methodology of programs of teacher education by fifty-two specialists and a check-list study of twenty outstanding teacher education programs."<sup>1</sup> The study identified many significant practices of industrial arts teacher education.

Dr. Bernard Shaw Proctor completed a doctoral study, "Accreditation in Industrial Arts Education: A Study to Develop the Purposes, Criteria, Policies, and Procedures for the Accreditation of Industrial Arts Teacher Education Programs for the Baccalaureate" at The Ohio State University in 1953.<sup>2</sup> His dissertation is a valuable source of data pertaining to accreditation standards for industrial arts teacher education.

The aforementioned four studies represent the contributions of persons interested as individuals in problems of standards, evaluative criteria, and accreditation of industrial arts teacher education. The more recent studies represent work undertaken by leaders in the field in cooperation with national industrial arts associations and national accreditation agencies. Although the national accrediting agencies in the field of education have met with considerable opposition in their attempts to establish accreditation standards for the improvement of teacher education, the agencies remain the only official channel for the accreditation of special fields in education. However, the criteria that the U.S. Office of Education, in consultation with the Committee on Accrediting Procedures of the American Council on Education, adopted for the recognition of an accrediting agency were of such a nature that a special fields association like the American Industrial Arts Association could not qualify as an accrediting agency.<sup>3</sup> The major accreditation channel for special departments was therefore established as a cooperative plan with an authorized national accrediting agency in the field of teacher education.

<sup>1</sup>*Ibid.*, p. 42.

<sup>2</sup>Bernard Shaw Proctor, "Accreditation in Industrial Arts Education", *Abstracts of Doctoral Dissertations*, No. 64, pp. 447-453. Columbus, Ohio: The Ohio State University Press, 1953.

<sup>3</sup>Theresa Birch Wilkins, *Accredited Higher Institutions*, 1948. Federal Security Agency, Office of Education Bulletin, 1949. No. 6. Washington, D.C., 1949.

### The First National Effort

The opportunity for the accreditation of special departments occurred at an AACTE School of Executives meeting, held in Madison, Wisconsin, in August, 1950. At that time action was taken to accept departmental accreditation on a permissive basis. Because the AACTE was the national agency with authority for accreditation of teacher education, opportunity was present for setting up a cooperative plan for the accreditation of industrial arts teacher education on a national basis. At that AACTE meeting were President Verne C. Fryklund of Stout State College, President Harvey M. Rice of Oswego State College, and Professor Gerald Baysinger of Wayne University. Realizing the importance of immediate action, these three persons agreed that the officers of the several industrial arts professional organizations should be consulted. Next, the problem of the accreditation of industrial arts teacher education was presented at the annual 1950 meetings of the Mississippi Valley Industrial Arts Conference, the Industrial Arts Section of the AVA, and the American Industrial Arts Association.<sup>1</sup>

Progress in the attainment of a program for the accreditation of industrial arts teacher education resulted from deliberations at the annual meetings of the aforementioned groups and from action taken by industrial arts associations in cooperation with Dean M. R. Trabue of the Pennsylvania State College School of Education, Secretary of the Accreditation Committee of the AACTE. All this cooperative planning led to the appointment of the following committee representing the various industrial arts associations:

American Association of Colleges for Teacher Education: Verne C. Fryklund, President, Stout State College, Menomonie, Wisconsin.

American Industrial Arts Association: DeWitt Hunt, Oklahoma A. & M. College, Stillwater, Oklahoma.

Industrial Arts Section - American Vocational Association: Gordon O. Wilber, State Teachers College, Oswego, New York.

Ex-Officio Member: John Ludington, U.S. Office of Education, Washington, D. C.

National Association of Industrial Teacher Trainers: Dewey Barich, Kent State University, Kent, Ohio.

<sup>1</sup>Verne C. Fryklund, "Accreditation of Industrial Arts Teacher Education." *Industrial Arts and Vocational Education*, pp. 35-38, Vol. 41, No. 2. February, 1952. Milwaukee, Wis.: The Bruce Publishing Co. (February, 1952).

Member at Large: E. E. Ericson, Santa Barbara State College, University of California, Santa Barbara, California.

Industrial Arts Conference of the Mississippi Valley: John Friese, Pennsylvania State College, State College, Pennsylvania.

American Council on Industrial Arts Teacher Education: Walter R. Williams, Jr., University of Florida, Gainesville, Florida.

Secretary: Gerald Baysinger, Wayne University, Detroit, Michigan.

Dr. Verne C. Fryklund, President of Stout State College, was drafted as chairman of the committee, whose goal was a program for the accreditation of industrial arts teacher education. Gerald Baysinger, Wayne University, agreed to coordinate the work of the committee and to serve as its secretary. The procedures for developing criteria to be used as standards for the accreditation of industrial arts teacher education were as follows: Gerald Baysinger agreed to study the problem at the doctoral level, to prepare a tentative schedule of standards, to submit these standards to the industrial arts accrediting committee for revisions, and to submit the tentative schedules to directors of industrial arts teacher education for approval.<sup>1</sup>

Many of the issues that developed during deliberations at the industrial arts accreditation meeting are worthy of recording to identify the problems of preparing acceptable standards for accreditation purposes:

1. Should there be standards of a kind that respect somewhat differing philosophies of industrial arts, or is there just one philosophy and what is it?
2. Isn't institutional or departmental accreditation at its best, an indirect measure of the success of graduates in the field?
3. Many departments prepare both industrial arts and vocational teachers. Both serve our youth well. Does this deserve consideration in establishing standards?
4. Should the problem of the "60 per cent" be taken into account? What about publications such as "Education for all American Youth" (NEA) and "Schools for a New World" (ASAA - Yearbook 25). Should industrial arts in upper secondary levels contribute to occupational adjustment of our youth?
5. Should there be specified content for industrial arts teacher education or should the natural course of events take care of it?
6. Are there differences between industrial arts teacher education and

<sup>1</sup>*Ibid.*, pp. 35-38.

secondary school industrial arts as to shop types, methods, and philosophy?

7. The foregoing point raises the question whether the standards should be flexible enough to provide for up-grading of teachers in terms of educational preparation, practical experience, and teaching experience? Or, should it be on an all-or-nothing basis even though it may not be consistent with the present status of the teachers in the field?
8. Should standards take into account whether the teachers and the students actually use the equipment available? This may be related to item number two.
9. How important is the service area in planning a program? A service area can have a stagnating as well as helpful influence. Perhaps research and experimentation on the college level will find an answer to this question.
10. Should the teacher education program include minors as well as majors? There are arguments pro and con.
11. Should there be a general shop or unit shop program, all of one kind or nothing? Or, should good judgments and compromises in favor of the taxpayer, present equipments and enrollments, be considered?
12. Can we do without books? Should certain industrial arts books, bulletins, and magazines appear in the library?
13. Should the standards be such as to require training of teachers for elementary school, junior high school, and senior high school? Or, should we train teachers without consideration of level of eventual service?
14. Should we tackle the industrial arts-coach combination?
15. Should an industrial arts teacher possess maintenance-of-equipment skills as well as construction skills? Should his shop and equipment always be in top order? Are there basic competencies?
16. Should safety education be an integral part of the program?
17. Should there be depth of skill on the part of the teacher in one or two activities or a little in a good many? Would his eventual service in junior or senior school be considered?<sup>1</sup>

Tentative standards for the accreditation of industrial arts teacher education were prepared by Baysinger and submitted to directors of industrial arts teacher education. A revised schedule of standards was

*Ibid.*, pp. 37-38.

then prepared on the basis of criticisms by these directors and in terms of avoidance of duplication of the industrial arts standards with the AACTE standards for teacher education. The revised schedule included the following standards:

Standard I – Definition, Objectives and Organization of a College for Teacher Education

Standard II – Admission, Selection, Guidance, and Placement

Standards III and IV – Preparation and Teaching Load of Faculty

Standard V – Curriculum – Instructional Patterns

Standard VI – Professional Laboratory Experiences

The first application of these standards took place under the direction of Dr. M. Ray Karnes, Chairman of Industrial Education at the University of Illinois, a member of a visiting team of the American Association of Colleges for Teacher Education, which, in December, 1953, had been invited to study the College of Education of Wayne University. Dr. Karnes was guided by the use of the criteria developed by Baysinger for the evaluation of industrial arts teacher education.

Progress in the continued development of standards for industrial arts teacher education was retarded during 1954 by developments occurring in the entire field of accreditation of colleges and universities. Among these developments was the action of the National Commission on Accrediting in setting up the procedures for recognition of accrediting agencies and the administrative controls for coordinating the activities of accrediting agencies.

Two other significant factors occurring between 1954 to 1956 also affected work on improvement of accreditation standards for industrial arts teacher education. The first factor, resulting from action at the national level, was the discontinuance of the accreditation function of the American Association of College Teacher Education. As was mentioned earlier in this discussion, the National Council for Accreditation of Teacher Education had been created in 1952 as the agency responsible for accreditation of teacher education at the national level effective July 1, 1954. On October 10, 1956, the National Commission on Accrediting recognized the NCATE as the national accrediting agency for teacher education. The second factor affecting the progress of accreditation of industrial arts teacher education resulted from the change of personnel authorized to prepare standards for accreditation.

#### Official National Committee on Accreditation

The National Committee on Accreditation of Industrial Arts Teacher Education Programs was established by the American Council on

Industrial Arts Teacher Education at the request of W. Earl Armstrong, Director of the National Council for Accreditation of Teacher Education. Members of the National Committee on Accreditation of Industrial Arts Teacher Education Programs were as follows:

Chairman: Verne C. Fryklund, President, Stout State College, Menomonie, Wisconsin.

Gerald B. Baysinger, Associate Professor, Department of Industrial Education, Wayne University, Detroit, Michigan.

Emanuel E. Ericson, Professor, Industrial Arts Education, University of California, Santa Barbara, California.

John F. Friese, Professor, Industrial Arts Education, Pennsylvania State University, University Park, Pennsylvania.

R. Lee Hornbake, Head, Department of Industrial Education, University of Maryland, College Park, Maryland.

DeWitt T. Hunt, Specialist for Industrial Arts, U. S. Office of Education, Washington, D. C.

M. Ray Karnes, Chairman, Department of Industrial Education, University of Illinois, Urbana, Illinois.

Bernard S. Proctor, Head, Department of Industrial Education, Florida A. & M. University, Tallahassee, Florida.

John A. Whitesel, Professor, Industrial Arts Education, Miami University, Oxford, Ohio.

Gordon O. Wilber, Director, Industrial Arts Teacher Education, State University of New York, Oswego, New York.

Walter R. Williams, Jr., Director, Vocational and Adult Education, State Department of Education, Tallahassee, Florida.

Secretary to the Committee: H. L. Helton, Department of Industrial Education, Wayne University, Detroit, Michigan.

On October 13, 1955, W. Earl Armstrong sent to the chairmen of the committees developing accrediting standards for certain special fields in teacher education instructions concerning the development of supplements to the NCATE Standards and Guides. These supplements were to include detailed statements of factors pertaining to the field of industrial arts education.

The pioneer work in the development of evaluative criteria for accreditation of industrial arts teacher education was carried on by Gerald Baysinger of Wayne University in cooperation with the first committee on accreditation of industrial arts teacher education. The excellent materials prepared by Baysinger were the major source of standards and criteria available for continued study of the problem. However, on March 8, 1955, Gerald Baysinger submitted his resignation as secretary

of the committee on accreditation of industrial arts teacher education; however, he accepted an appointment to serve on the National Committee on Accreditation of Industrial Arts Teacher Education. Through the efforts of Dr. G. Harold Silvius, Professor and Chairman of the Department of Industrial Education at Wayne University, H. L. Helton of the Department of Industrial Education at Wayne University agreed to study the problem of evaluation in industrial arts teacher education at the doctoral level.

Progress in the development of standards and criteria for the accreditation of industrial arts teacher education then continued under the reorganized plan. At the Chicago meeting on November 9, 1955, Helton was appointed secretary of the National Committee on Accreditation of Industrial Arts Teacher Education Programs. He also presented at that time a copy of his proposed doctoral dissertation on evaluation in Industrial Teacher Education. Later, on April 23, 1956, in Milwaukee, Helton presented a progress report at a meeting of the National Committee on Accreditation of Industrial Arts Teacher Education Programs. The deliberations of that committee pertained to findings of the Helton survey instrument on standards and criteria for accreditation purposes and to suggestions for the preparation of the final evaluative instrument to be used for accreditation of industrial arts teacher education programs.

The preceding review of the history of accreditation in general and of departmental accreditation in particular reveals the multiplicity of problems involved in attempts to improve teacher education at the national level. However, considerable progress has already been made. Continued cooperation by leaders and agencies interested in the problem will undoubtedly insure the attainment of the desired goal of the preparation of standards and criteria at the national level for the improvement of industrial arts teacher education.



## Conduct of the National Survey

An outcome of the 1955 Chicago meeting of the National Committee on Accreditation of Industrial Arts Teacher Education Programs, was Helton's acceptance of the assignment to do the research necessary in the development of an evaluation instrument that would be of value in upgrading programs of industrial arts teacher education. A list of institutions invited to participate was prepared from Yearbook I of the American Council on Industrial Arts Teacher Education.<sup>1</sup> This list was checked for amendments against returns from a national study conducted by Paul E. Powell in 1954.<sup>2</sup> Additional assistance was received from a list of respondents to a questionnaire mailed by Ernest L. Minelli in 1955. Concurrently, a study was also made of convention programs, educational literature, and correspondence files in the Department of Industrial Education at Wayne State University in Detroit to supplement names and titles already identified. In Figure 1 is shown the geographical location of schools contacted.

### SURVEY INSTRUMENT

Any special summaries or evaluative instruments should possess some degree of uniformity with those designed for accreditation of teacher education in general, especially if such instruments are to be used by the National Commission on Accreditation of Teacher Education.

Literature was examined for creditable items in industrial arts teacher education and specific statements describing functional pro-

<sup>1</sup>Walter R. Williams, Jr. and Harvey Kessler Meyer, *Yearbook I; Inventory - Analysis of Industrial Arts Teacher Education Facilities, Personnel and Programs*, (Printed by McKnight and McKnight for the American Council on Industrial Arts Teacher Education) 1952, pp. 177.

<sup>2</sup>Paul E. Powell, "Administration of Departments of Industrial Teacher Education: Budget and Accounting Systems." (Unpublished Doctoral Dissertation, Department of Industrial Education, Wayne State University) 1955, pp. 289-93.

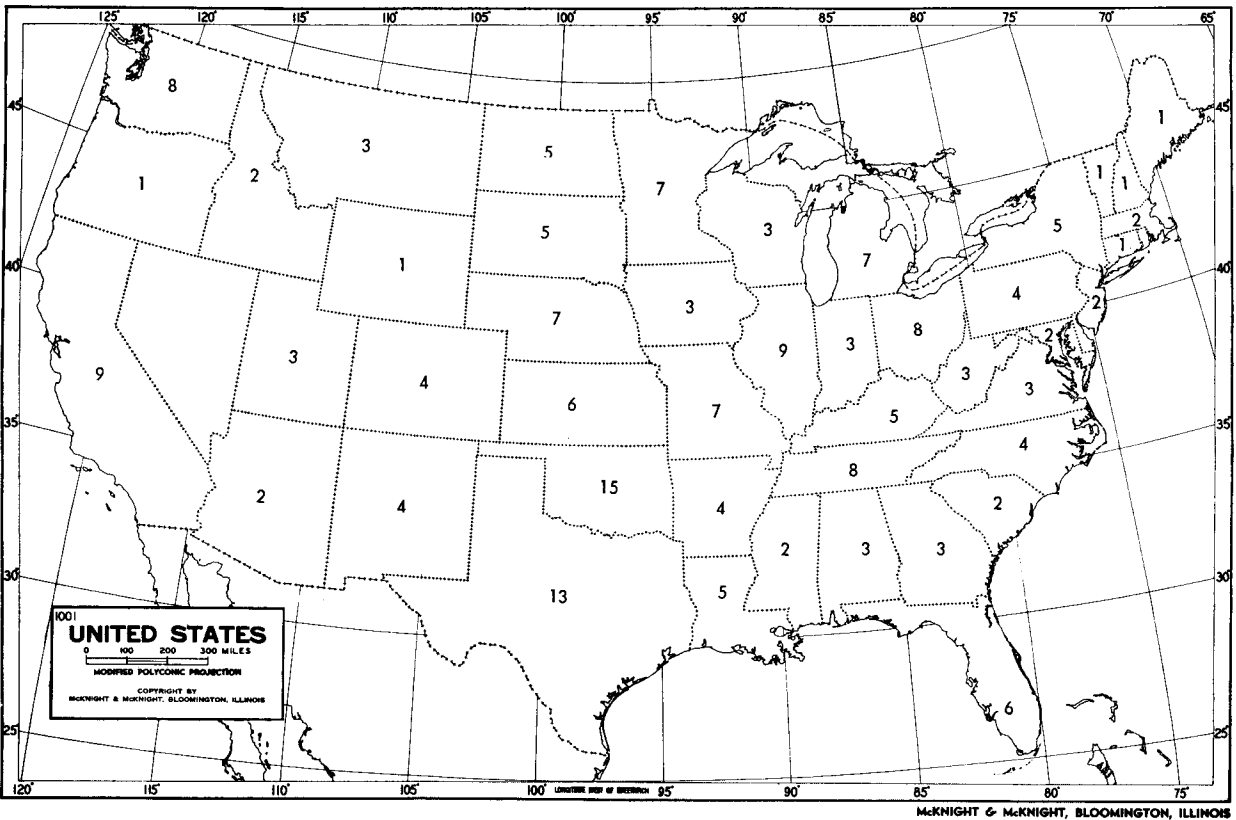


Fig. 1. Geographical Locations of Institutions Invited to Participate in the Study.

grams were noted. These items were then organized into six major areas conforming to divisions in the evaluation procedures of the National Council for Accreditation of Teacher Education.

Statements describing programs of industrial arts teacher education were prepared and sent to members of the National Committee on Industrial Arts Teacher Education Programs for examination. Returns from committee members indicated that the list of statements was also circulated among other educators associated with the work of the individual member. Through this procedure suggestions for editorial improvement and inclusion of additional statements were received and incorporated.

The final list of items was then arranged into booklet form with provision made for checking each statement for its validity in describing a functional and creditable undergraduate program of industrial arts teacher education. Appendix A.

## MAKING THE CANVASS

Copies of the questionnaire were mailed to the department chairmen at the two hundred and two institutions having programs of industrial arts teacher education. They were requested to react to each of the statements that characterized industrial arts teacher education and to rate the items as either: essential, desirable, acceptable, undesirable, or detrimental.

Of the two hundred and two questionnaires mailed, one hundred and sixty-six were returned in usable form. Table I. The usable returns represent 82 per cent of the institutions in 45 states that reported programs of industrial arts teacher education. Table II.

Table I  
Questionnaires Mailed And Returned

Number of questionnaires mailed . . . . .	202
Total number returned . . . . .	169
Percentage returned . . . . .	83
Number of returns used in this study . . . . .	166
Percentage used . . . . .	82

Table II  
 Distribution And Response To 202 Questionnaires  
 Mailed to 45 States<sup>1</sup>

<i>State</i>	<i>Number Sent</i>	<i>Number Returned</i>	<i>Percentage</i>
Alabama	3	3	100
Arizona	2	2	100
Arkansas	4	2	50
California	9	9	100
Colorado	4	3	75
Connecticut	1	1	100
Florida	6	5	83
Georgia	3	3	100
Idaho	2	1	50
Illinois	9	7	78
Indiana	3	3	100
Iowa	3	3	100
Kansas	6	6	100
Kentucky	5	5	100
Louisiana	5	4	80
Maine	1	1	100
Maryland	2	1	50
Massachusetts	2	1	50
Michigan	7	6	86
Minnesota	7	7	100
Mississippi	2	1	50
Missouri	7	6	86
Montana	3	3	100
Nebraska	7	7	100
New Hampshire	1	1	100
New Jersey	2	2	100
New Mexico	4	3	75
New York	5	5	100
North Carolina	4	2	50
North Dakota	5	3	60
Ohio	8	8	100
Oklahoma	15	12	80
Oregon	1	1	100

<sup>1</sup>Rhode Island, Delaware, and Nevada did not report institutions preparing teachers for industrial arts.

<i>State</i>	<i>Number Sent</i>	<i>Number Returned</i>	<i>Percentage</i>
Pennsylvania	4	4	100
South Carolina	2	1	50
South Dakota	5	4	80
Tennessee	8	7	88
Texas	13	6	67
Utah	3	3	100
Vermont	1	1	100
Virginia	3	2	67
Washington	8	5	63
West Virginia	3	3	100
Wisconsin	3	2	67
Wyoming	1	1	100
Total	202	169	83.6

Of the 147 items rated by the respondents, 87 were classified as important to departments of industrial arts teacher education. Items were rated important if checked either essential or desirable by at least 75 per cent of the respondents. This was an arbitrary adoption but it marks the point below which items appear unimportant to the respondents. In Table III are reported the 87 items by number which were rated either essential or desirable. Item numbers refer to the items in the questionnaire. Appendix A.

## THE TENTATIVE STANDARDS

After the important items had been identified it was possible to create a series of tentative standards which could be evaluated by the National Committee. Standards were developed for six areas<sup>1</sup> of industrial arts teacher education including: organization and administration, the student personnel program, the faculty, the curriculum, student teaching, and facilities and laboratories.

### Organization and Administration – Area I

Twenty items from Area I were rated essential or desirable and used in formulating the tentative standards for that area. The 20 numbered items are 1, 2, 3, 4, 5, 6, 7, 8, 9, 13, 21, 22, 23, 24, 25, 26,

<sup>1</sup>The six areas recognized by the National Council for Accreditation of Teacher Education.

Table III  
Items Rated Important  
By The Greatest Number Of Respondents<sup>1</sup>

<i>Respondents Rating Item Essential or Desirable</i>	<i>Item Numbers</i>
166 . . . . .	127, 128, 132, 135,
165 . . . . .	42, 66, 137, 145
164 . . . . .	9, 27, 41, 65, 141, 146, 147
163 . . . . .	22, 24, 26, 123, 142, 144
162 . . . . .	28, 44, 124, 130, 131, 133
161 . . . . .	46, 129, 134, 136, 139
160 . . . . .	29, 60, 121
159 . . . . .	21, 25, 52, 59, 110, 125
158 . . . . .	43, 140
157 . . . . .	2, 8, 30
156 . . . . .	118, 138, 143
155 . . . . .	1, 45, 54, 126
154 . . . . .	67, 119
153 . . . . .	7
152 . . . . .	3, 4, 68
151 . . . . .	56, 111
150 . . . . .	114
149 . . . . .	48, 103, 112, 115, 116, 122
145 . . . . .	50, 51
144 . . . . .	102, 120
143 . . . . .	23, 47
142 . . . . .	117
139 . . . . .	61, 64
138 . . . . .	40
137 . . . . .	57
136 . . . . .	6
135 . . . . .	105
133 . . . . .	53, 108
130 . . . . .	58
128 . . . . .	13
126 . . . . .	33
124 . . . . .	49

<sup>1</sup>Items considered important if rated essential or desirable by 75 per cent or more of the respondents. Ratings by items appear in Appendix B.

27, 28, 29, 30, and 33. These items formed a basis for the following 8 standards:

1. Each department should show evidence of organization and administration sufficient to prepare industrial arts teachers needed in the service area, and also to provide for the general educational needs of these prospective teachers.
2. Departments should be free to develop learning experiences, in cooperation with other departments when necessary, and with state officials and curriculum committees, so they can effectively prepare graduates who are certifiable, competent, and professional in industrial arts education.
3. Each member of the full-time staff should participate in the professional activities of the department, the college, and the state. Full-time members of the department should attend the meetings of their professional industrial arts organizations.
4. The program should have a full-time staff. The enrollment should be such that all students can be adequately taught without danger of lowering standards. There should be thorough instruction and a variety of experiences. At least three full-time staff members are recommended. The program and staff should be able to demonstrate that industrial arts contributes to the general education of all youth.
5. All departmental staff members should participate in administrative decisions which affect the quality of the departmental program.
6. Each staff member should be allowed time and be encouraged to visit and study public schools in the service area and nearby colleges and universities.
7. Each staff member should be provided with sufficient clerical help and time to facilitate course planning, preparation of instructional materials, and the meeting of necessary correspondence obligations.
8. The department should maintain at least both a limited general shop such as general metalworking or general woodworking and a comprehensive general shop in which several different industrial arts activities, with variety of materials, are offered simultaneously under the direction of one instructor.

#### Student Personnel Program - Area II

There were 14 items from Area II all of which were rated important to the successful functioning of a department. These items, numbers 40 through 53, in the booklet were used as a basis for the following 12 standards:

1. The department should take active part in an effectively functioning recruitment and orientation program designed for "non-teacher education" college students as well as for capable graduates from secondary schools.
2. Departments should show evidence of careful selection of students for the industrial arts teacher education curriculum. Admission to the institution should not be the sole consideration for admission to industrial arts teacher education; personal interviews with staff members of the department to determine interests and aptitudes should be considered essential. Adequate records and test results must be available to departmental counselors.
3. The departmental staff should cooperate with the institutional counseling service personnel in assisting industrial arts majors with personal and curricular problems.
4. Industrial arts student clubs and organizations designed to stimulate professional growth should be encouraged and supported by the department.
5. There should be evidence that students are encouraged to assume responsibility for departmental activities such as maintaining bulletin boards, libraries, and instructional aids. Whenever it seems appropriate, students should participate in evaluation of departmental courses and activities.
6. There should be an effective program for releasing news and information to students and graduates.
7. Provisions should be made for student use of typing and duplicating equipment needed in the production of instructional materials and class reports or assignments.
8. The department should maintain an individual file of cumulative information about each student classified as a major.
9. The department should coordinate placement activities with the college placement office.
10. Whenever possible, graduates of the department should be visited during their first year on the job.
11. There should be periodic follow-up studies of the departmental graduates.
12. Adequate provisions should be made for continual evaluation of each student accepted as a major to facilitate the selective retention of favorable candidates for teaching positions.



### The Faculty – Area III

The third area contained 11 items, 8 of which were rated important. The numbered items are: 54, 56, 57, 58, 59, 60, 61, and 64. These formed the basis for the following 6 standards:

1. Each member of the industrial arts staff should have at least a master's degree in education with a specialty in industrial arts or industrial education. Members of the administrative staff and those teaching professional courses for industrial arts teachers should have an earned doctor's degree.
2. The teaching staff should be selected on the basis of demonstrated competency in teaching industrial arts in secondary schools. It is desirable that each member have a background of successful work experience in the area of his teaching specialty.
3. Teaching loads of the faculty should be adjusted to compensate for required student contact hours in shop or laboratory courses.
4. Provisions should be made and observed for necessary non-teaching responsibilities.
5. Industrial arts teachers who have demonstrated high degrees of competency in secondary school teaching and meet required college standards should be invited to serve as special instructors whenever possible.
6. Student assistants and graduate fellows teaching shop courses for industrial arts majors should possess a bachelor's degree and public school teaching experience in industrial arts.

### The Curriculum – Area IV

Only 4 items in this area were rated essential or desirable by at least 75 per cent of the respondents. The items by number are 65, 66, 67, and 68. Responses to the questionnaire indicate that the profession is aware of the problem of specialization requirements, but uncertain of its solution. Since 75 per cent of the respondents did not agree with any one requirement, it was necessary to lower the total requirement until a level was reached which represented minimum requirements accepted by at least 75 per cent of the respondents. For example, 115 respondents indicated that 36 semester hours in laboratory courses should be required for a major in industrial arts. This item is number 76 in the table. By referring to the questionnaire in Appendix A, it may

be seen that respondents had an opportunity to support a variety of requirements for this question. In many instances the respondent indicated that one total was essential, but that another figure was desirable. Thus it was possible to obtain a total which exceeded the total number of respondents. In order to offset such a possibility, the hand sorted punched cards in use were re-stacked to eliminate duplicate responses and recounted. A total of 138 persons indicated that at least 30 hours should be required for a major in industrial arts teacher education. The 138 respondents represent over 75 per cent of the frequencies and the total of 30 hours was accepted as a minimum requirement.

Items numbered 69, 70, 71, and 72 in the questionnaire were concerned with the total semester hours required for major specialization in one of the areas of industrial arts such as woodworking or metalworking. It was not possible to obtain agreement as to the number of credit hours required within the range of 75 per cent. Consequently, item number 71, which was rated acceptable as a basis for accreditation, even though not rated essential or desirable by at least 75 per cent of the respondents, was used as a standard.

Responses to items 77, 78, 79, 80, and 81 indicate that adjustments should be made in prescribed courses for students who are already competent in the industrial arts areas, but agreement was not reached concerning exact measures necessary to evaluate such competence.

Based on these findings, the following 8 standards were written:

1. Teaching fields for industrial arts teachers must provide for a wide variety of courses developing several industrial arts skills.
2. Adequate emphasis should be placed on the teaching of design, appropriate use of materials, function, and quality of workmanship.
3. A minimum of thirty semester hours should be required for a major in industrial arts.
4. A minimum of ten semester hours should be required for specialization in one of the usual areas of industrial arts.
5. Curriculum activities should provide for experiences that lead to an understanding of good guidance principles.
6. The curriculum should provide for student experiences with group projects as well as with individual projects.
7. Industrial arts students who are clearly competent, through industrial work experiences or similar activities, in one of the usual industrial arts areas, should have their programs adjusted.

8. Students should be involved in experiences which result in understanding good guidance practices as related to industrial arts.

#### Student Teaching – Area V

There were 18 items in the area of student teaching that were rated essential or desirable by at least 75 per cent of the respondents. The items by number are: 102, 103, 105, 108, 110, 111, 112, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, and 124. These items formed the basis for the following 10 standards.

1. Student teaching experiences should begin during the junior or senior year, and should be preceded by observation of teaching practices in public schools.
2. Student teaching should be done under the direction of a critic who possesses at least a master's degree and successful industrial arts teaching experience.
3. All student teaching should be done in an accredited public school within the state.
4. The department should select or approve the critic teacher as well as the school in which the student teaching is done.
5. Whenever possible, student teachers should work with both junior and senior high school classes.
6. Whenever possible, student teaching should be done in different subjects, such as drafting and woodworking, and should provide for experiences with the general shop type of organization.
7. The department should have written criteria for use in assigning students to the student teaching sequences.
8. The student teacher should participate in all of the activities expected of a fully qualified industrial arts teacher, including planning, evaluation, maintenance, and extra-curricular activities.
9. The student teacher in industrial arts should be an industrial arts major.
10. Student teachers should participate in the evaluation of their own performance.

#### Facilities and Laboratories – Area VI

Items numbered 125 through 147 were concerned with the facilities and laboratories in industrial arts teacher education. Every item in the list was rated important and formed a basis for the following 23 standards:

1. There should be office space for each staff member.
2. There should be a departmental library of curriculum materials available for student use.
3. Library materials should be adequate and current for all areas of instruction offered by the department.
4. Appropriate film strips, models, charts, and other teaching aids should be available for classroom use.
5. Emergency instructional supplies should be readily available through requisition.
6. Use of new materials, machines, and processes should be evident in the shop.
7. Adequate records should be maintained of all supplies purchased.
8. Each machine should be in good working order and equipped with adequate safety devices, such as guards and safety switches.
9. Shops should be attractively painted and safety zones should be identified.
10. First aid kits should be available in each shop.
11. Equipment and facilities should be inspected periodically to insure safe use.
12. The department should be clearly identified by reason of having offices, classrooms, and shops on the college campus.
13. Shops and classrooms should be arranged and lighted appropriately for the courses being taught.
14. Each shop should have a minimum of two exits.
15. Washing facilities and drinking fountains should be provided in convenient locations.
16. Display cases should be maintained by instructors or students in the department.
17. There should be safe and adequate storage facilities for all supplies, projects, and tools.
18. There should be student lockers for each shop where such facilities are needed.
19. A finishing room should be maintained for each shop in which the nature of the work requires it.
20. Ample instruction and planning area should be provided for each shop or classroom.
21. Each shop should have adequate quantities and varieties of tools, supplies, and equipment.
22. There should be evidence of good judgment in requests for tools, equipment, and supplies.

23. Necessary utilities such as electricity, water, compressed air, and gas should be available in accordance with the needs in the activities under instruction in the shops.

After the tentative standards were written, evaluative criteria that would identify accreditable programs of industrial arts teacher education were developed. The standards and criteria were then submitted to the National Committee on Accreditation for Industrial Arts Teacher Education Programs with a recommendation that they indicate their approval for releasing the instrument to the National Council for Accreditation of Teacher Education. The complete evaluation instrument approved by the committee and forwarded to the NCATE appears in Chapter IV.

## CHAPTER IV

# The Evaluative Instrument

The National Commission on Accreditation of Industrial Arts Teacher Education Programs has agreed upon an instrument for self-evaluation of industrial arts teacher education developed from this national study. The instrument is presented as a device to be used in the long process of self-improvement by interested departments. In addition to the instrument itself, a supplementary guide for industrial arts has been prepared for use by the National Council for Accreditation of Teacher Education. Both the evaluation instrument and the supplementary guide are designed for a specific purpose. The evaluation instrument, in its complete form, is of immediate value to individual departments and should be used in making the self survey of a given department. The supplementary guide is used by a visiting team of the NCATE in conjunction with the general standards.

Inasmuch as many departments are usually involved in an accreditation visit, it seems obvious that several complete sets of departmental standards would be too cumbersome to use; therefore, supplements have been prepared for other departments by other national committees as has been done in this study for industrial arts teacher education.

Personnel of all departments maintaining programs of industrial arts teacher education should continuously study the quality of preparation given to prospective teachers. Such studies are often not conducted at all or are rather loosely done with little guidance or criteria for implementing improvements. Through pre-planned and conscientious effort, lasting improvements are possible. Consequently, the evaluation instrument encourages considerable self study by each member of the industrial arts staff and provides a device for recording the faculty estimate of the program. Such department self studies serve in preparation for visitation by an accrediting team which team will use the supplementary guide.

## SELF-SURVEY STANDARDS AND EVALUATIVE CRITERIA FOR UNDERGRADUATE PREPARATION OF INDUSTRIAL ARTS TEACHERS

In the past several years programs of industrial arts teacher education have been accredited only as they have been included in the accreditation of teacher education in general. Regional accrediting associations have traditionally inspected institutions as a whole, but with little concern in their recommendations for individual colleges or departments. This may be called the primary level of accreditation. To supplement this, the National Council for Accreditation of Teacher Education is concerned with improvement of programs of teacher education. Again, departments essentially have not been reviewed since the emphasis has been on the entire college of education; this may be called the secondary level of accreditation.

Standards and criteria developed by this committee are for the self evaluation of programs for industrial arts teacher education within the large frame of teacher education and still larger frame of the overall institution. This may be referred to as the tertiary level of accreditation. The supplementary guide, Chapter V, is used in visitation. It supplements the general standards and guide.

The standards and evaluative criteria here presented should be of value in four ways. Departments concerned with the preparation of industrial arts teachers must have a clear conception of exactly what is being done. In addition, they must have a logical rationale for doing it. Departments must also determine how well they are doing their work and must identify areas of possible improvement. Departments that understand and are guided by these considerations are probably making progress in doing an optimum job in the preparation of industrial arts teachers. It is an ongoing problem, however, and should never be considered fully accomplished.

In order to facilitate self-evaluation in making ready for visiting accrediting teams, the responsibilities of industrial arts teacher education personnel have been divided into six broad areas.

To assist departments in defining the quality of their instructional program, standards for each area have been developed from the data derived from the National Survey. Accompanying the standards are evaluative criteria that should be helpful in determining how well a particular program meets the prescribed standards. It is probable that not all institutions will achieve the same degree of improvement according to the standards, but it is logical to expect an institution to

upgrade the departmental program until it reaches, as nearly as possible, the desired standards. When departments are meeting the established standards the usefulness of the current evaluation instruments may be ended and the standards probably should be revised upward.

For clarity, standards are stated in terms of what should be done, yet it is not the intention in accreditation procedure to restrict departmental initiative or institutional autonomy. Where *should* appears, the reader might substitute, "according to information available, it is believed that superior results would be gained by. . . ."

## AREA I – PURPOSE, ORGANIZATION, AND ADMINISTRATION

Institutions for undergraduate teacher education should attempt to meet the educational needs of the geographical area in which they are located. This area is commonly called the service area of the institution. Departments of industrial arts teacher education should prepare well qualified teachers for industrial arts subjects needed by the schools in the community or service area.

Departments should be organized and administered so that carefully selected staff members may develop, in prospective teachers, the knowledges, skills, and attitudes necessary for the successful teaching of industrial arts subjects and activities.

### Standards

Though community needs often differ, and consequently, details in organization of programs of industrial arts teacher education may vary, there should be agreement on a basic policy that there should be administrative approval and support and that the institution should provide the necessary facilities to enable the department to discharge its responsibilities.

1. Each department should show evidence of a functioning organization and administration sufficient to prepare industrial arts teachers needed in the service area, and also to provide for the general educational needs of these prospective teachers.
2. Departments should be free to develop learning experiences, in cooperation with other departments when necessary, and with state officials, and curriculum committees, so they can effectively prepare graduates who are certifiable, competent, and professional, in industrial arts education.
3. Each member of the full-time staff should participate in the professional activities of the department, the college and the state.



Full-time members of the department should attend the meetings of their professional industrial arts organizations.

4. The program should have a full-time staff. The enrollment should be such that all students can be adequately taught without danger of lowering standards. There should be thorough instruction and variety of experiences. At least three full-time staff members are recommended. The program and staff should be able to demonstrate that industrial arts contributes to the general education of all youth.
5. All departmental staff members should participate in administrative decisions that affect the quality of the departmental program.
6. Each staff member should be allowed time and be encouraged to visit and study public schools in the service area and nearby colleges and universities.
7. Each staff member should be provided with sufficient clerical help and time to facilitate course planning, preparation of instructional materials, and the meeting of necessary correspondence obligations.
8. The department should maintain at least both a limited general shop such as general metalworking or general woodworking and a comprehensive general shop in which several different industrial arts activities, with variety of materials, are conducted simultaneously under the direction of one instructor.

### Criteria

In order to determine how successfully a department meets the foregoing standards, the entire staff should jointly discuss the following questions prior to releasing any statement assumed to represent collective thinking of the department.

#### Part I - Descriptive Information

1. What is the "Service Area" of the department?
  - a. Attach a map on which a circle or polygon has been drawn to encircle 75 per cent of last year's graduates which are now teaching industrial arts. If the department graduated less than thirty industrial arts teachers during the past year, locate 75 per cent of the graduates for the past two years.
  - b. How many industrial arts positions will be open in the service area during this year?
  - c. How many industrial arts teachers will the department graduate this year?

- d. How many industrial arts teachers did the department graduate last year? \_\_\_\_\_
  - e. How many of those graduates are now teaching industrial arts? \_\_\_\_\_
  - f. How many students planning to graduate this year are already teaching with a special certificate? \_\_\_\_\_
  - g. Is the "Service Area" increasing, diminishing, or remaining constant in size? \_\_\_\_\_
2. If the department is failing to meet the needs of the service area, what is the annual increase in enrollment? \_\_\_\_\_ per cent  
Enrollment last year \_\_\_\_\_ Enrollment this year \_\_\_\_\_
  3. Attach a description of courses that have been added to the industrial arts teacher education curriculum during the past three years.
  4. Attach a description of courses that have been dropped from the industrial arts teacher education curriculum during the past three years.
  5. How often does the department hold meetings at which all members of the department are present? \_\_\_\_\_  
Attach a copy of the minutes of the last meeting. If minutes are not kept, explain why. \_\_\_\_\_
  6. What agencies or committees cooperate in planning experiences for industrial arts mayors?  
 \_\_\_\_\_ College curriculum committees  
 \_\_\_\_\_ State certification officials  
 \_\_\_\_\_ State curriculum committees  
 \_\_\_\_\_ Public schools  
 \_\_\_\_\_ Others \_\_\_\_\_
  7. How many industrial arts staff members have attended a state meeting of one of the industrial arts professional organizations during the past year? \_\_\_\_\_  
What percentage of departmental staff? \_\_\_\_\_
  8. How many industrial arts staff members have attended a national meeting of one of the industrial arts professional organizations during the past five years? \_\_\_\_\_  
What percentage of departmental staff? \_\_\_\_\_
  9. What amount of time is reserved in the weekly schedule of staff members for course planning, preparation of instructional materials, research, and correspondence? \_\_\_\_\_
  10. What opportunities are available for staff members to visit other schools? \_\_\_\_\_





## AREA II - STUDENT PERSONNEL PROGRAM

Colleges for teacher education have certain obligations for the general welfare of all students enrolled in the college. Beyond items general in nature, the college should be aware of the special needs of students in various departments and make every effort to recruit desirable youth, insure professional growth, and to graduate and place capable teachers for all subjects taught in the service area.

The program for industrial arts teacher education should utilize the university or college services in every possible way in order to provide for special needs of its majors. The college student personnel program should integrate its services with all activities of the department.

## Standards

1. The department should take active part in an effectively functioning recruitment and orientation program designed for "non-education" college students as well as for capable graduates from secondary schools.
2. Departments should show evidence of careful selection of students for the industrial arts teacher education curriculum. Admission to the institution should not be the sole consideration for admission to industrial arts teacher education; personal interviews with staff members of the department should be considered essential. Adequate records and test results must be available to departmental counselors.
3. The department should cooperate with the institutional counseling service in assisting industrial arts majors with personal and curricular problems.
4. Industrial arts student clubs and organizations designed to stimulate professional growth should be encouraged and supported by the department.
5. There should be evidence that students are encouraged to assume responsibility for departmental activities such as maintaining bulletin boards, libraries, and instructional aids. Whenever it seems appropriate, students should participate in evaluation of departmental courses and activities.
6. There should be an effective program for releasing news and information to students and graduates.

7. Provisions should be made for student use of typing and duplicating equipment necessary for production of instructional materials and class reports or assignments.
8. The department should maintain an individual file of cumulative information about each student classified as a major.
9. The department should coordinate placement activities with the college placement office.
10. Whenever possible, graduates of the department should be visited during the first year on the job.
11. There should be periodic follow-up studies of the departmental graduates.
12. Adequate provision should be made for continual evaluation of each student accepted as a major to facilitate the selective retention of favorable candidates for teaching positions.

### Criteria

#### Part I - Descriptive Information

1. What recruitment activities are being conducted by the department?
  - a. List the organizations with which the department cooperates in attracting qualified youth to the industrial arts teaching profession.
  - b. Attach samples of descriptive materials used for recruitment by the department.
  - c. From what sources does the department learn of potential candidates for the industrial arts teaching profession? \_\_\_\_\_
  - d. Attach a sample of materials used by the department as a part of its admission procedure.
2. Does the industrial arts staff serve as curriculum advisors for its majors? \_\_\_\_\_
3. Identify and describe departmental clubs or organizations which are supported by the department. \_\_\_\_\_
4. Is opportunity provided for students to help maintain departmental facilities such as bulletin boards, libraries, and instructional aids? \_\_\_\_\_
5. How are students involved in evaluation of departmental courses and activities? \_\_\_\_\_
6. How are former students involved in the evaluation of the activities of the department? \_\_\_\_\_
7. Attach a copy of the departmental newsletter or publication used to disseminate information to students and graduates.







	0	1	2	3	4	5	6	7	8	9	10
15. How effective is the department follow-up program?											
16. How effective is the department program of selective retention?											

15. How effective is the department follow-up program?

16. How effective is the department program of selective retention?

### AREA III - THE FACULTY

It is expected that the faculty for industrial arts teacher education will possess qualifications comparable to those of any other college faculty members. The selection of a competent staff, however, does not necessarily insure an adequate departmental program. In addition to meeting normal requirements, industrial arts teachers are expected to be technically competent in one or more skilled areas of industry. If faculty members are made responsible for courses in teaching fields in which they are not competent, the quality of instruction probably will be low. If, in addition to teaching assignments, they are made responsible for shop or laboratory maintenance and management, and a portion of their work week has not been reserved for that purpose, the quality of instruction will be lowered and the shop or laboratory will be poorly maintained. To maintain the physical plant and to continue instructional and guidance services at accepted levels, provisions must be made in the work week for the necessary non-teaching activities.

In establishing faculty ranks with their accompanying salary schedules, institutions should guard against favoring professional competencies over technical qualifications.

#### Standards

1. Each member of the industrial arts staff should have at least a master's degree in education with a specialty in industrial arts or industrial education. Members of the administrative staff and persons teaching professional courses for industrial arts teachers should have an earned doctor's degree.
2. The teaching staff should be selected on the basis of demonstrated competency in teaching industrial arts in secondary schools. It is desirable that each member have a background of successful work experience in the area of his teaching specialty.

3. Teaching loads of the faculty should be adjusted to compensate for required student contact hours in shop or laboratory courses.
4. Provisions should be made and observed for necessary non-teaching responsibilities.
5. Industrial arts teachers who have demonstrated high degrees of competency in secondary school teaching and meet required college standards should be invited to serve as special instructors whenever possible.
6. Student assistants and graduate fellows teaching shop courses for industrial arts majors should possess a bachelor's degree and public school industrial arts teaching experience in industrial arts.

### Criteria

#### Part I - Descriptive Information

1. Does the teaching load of the industrial arts staff compare favorably with other faculty members in the institution? \_\_\_\_\_  
If "No", indicate the difference. \_\_\_\_\_
2. In addition to "normal" non-teaching duties of a college faculty, are adequate provisions made for:  
 \_\_\_\_\_ Maintenance of shop equipment  
 \_\_\_\_\_ Inventory and acquisition of necessary supplies and tools  
 \_\_\_\_\_ Performance of small maintenance requests from the institution
3. How often does the department use guest lecturers with backgrounds of highly successful teaching experiences? \_\_\_\_\_  
How are they selected? \_\_\_\_\_

#### Part II - Evaluation

##### Ratings for Column Headings

- 0 - Item not present in this department, does not apply  
 1-2 - All or nearly all aspects unsatisfactory  
 3-4 - More aspects unsatisfactory than satisfactory  
 5-6 - More aspects satisfactory than unsatisfactory  
 7-8 - Most aspects satisfactory  
 9-10 - Nearly all or all aspects satisfactory

	0	1	2	3	4	5	6	7	8	9	10
1. How satisfactorily is the work load of the industrial arts staff adjusted in relation to:											
a. Normal college non-teaching duties?											
b. Maintenance of shops?											
c. Inventory and acquisition of tools and supplies?											
d. Requests to perform services of a special nature for the institution?											
2. How effectively does the department utilize services of outstanding teachers in the area?											
3. How satisfactory is the technical competency of the total staff?											
4. How rapidly are staff members working for advanced degrees or improvement in their technical competency?											
5. How satisfactory is the quality of instruction given by graduate fellows or student assistants?											

AREA IV – CURRICULUM

Undergraduate programs of industrial arts teacher education usually include three groups of educational experiences, general cultural education, teaching fields, and professional education. Rather than suffer segregation by semesters these groups should form a con-

tinuing sequence of integrated learning experiences culminating in the placement of the graduate in the teaching position. Students who plan to teach industrial arts need the same organized course work in the various disciplines as do students who plan to teach in other fields.

### Standards

1. Teaching fields for industrial arts teachers must provide for a wide variety of courses developing several kinds of industrial arts skills.
2. Adequate emphasis should be placed on the teaching of design, appropriate use of materials, function, and quality of workmanship.
3. A minimum of thirty semester hours should be required for a major in industrial arts.
4. A minimum of ten semester hours should be required for specialization in one of the usual areas of industrial arts.
5. Curriculum activities should provide for experiences that lead to an understanding of good guidance principles.
6. The curriculum should provide for student experiences with group projects as well as with individual projects.
7. Industrial arts students who are clearly competent, through industrial work experience or similar activities, in one of the usual industrial arts areas, should have their programs adjusted.
8. Students should be involved in experiences which result in understanding good guidance practices as related to industrial arts.

### Criteria

#### Part I - Descriptive Information

1. Provide evidence that adequate emphasis is placed upon the value of general education courses for industrial arts majors.
2. Are industrial arts majors encouraged to begin their shop courses during their first year? \_\_\_\_\_
3. What industrial arts teaching specialties are students allowed to elect?
 

_____ General industrial arts	_____ General electricity
_____ General woodworking	_____ General drafting
_____ General metalworking	_____ Automotive
_____ General crafts	_____ Graphic arts
_____ Other: _____	
4. Are students required to specialize in more than one subject? \_\_\_\_\_
5. How many semester hours are required for a teaching specialty in industrial arts? \_\_\_\_\_





## AREA V - STUDENT TEACHING

Student teaching pertaining specifically to industrial arts teacher education should be the responsibility of the industrial arts department. The departmental advisor, knowing the student, should make or recommend the student teaching assignment. Whenever possible, such assignments should be concurrent with appropriate professional courses. The selection of a teaching assignment should not be dictated by expediency; student teaching is an important phase of the professional program, and should receive attention corresponding to its importance. Working relationships should be maintained between the department and the supervising teachers.

### Standards

1. Student teaching experiences should begin during the junior or senior year, and should be preceded by observations of teaching practices in public schools.
2. Student teaching should be done under the direction of a critic who possesses at least a master's degree and successful industrial arts teaching experience.
3. All student teaching should be done in an accredited public school within the state.
4. The department should select or approve the critic teacher as well as the school in which the student teaching is done.
5. Whenever possible, student teachers should work with both junior high and senior high school classes.
6. Whenever possible, student teaching should be done in different subjects, such as drafting and woodworking, and should provide for experiences with the general shop type of organization.
7. The department should have written criteria for use in assigning students to the student teaching sequences.
8. The student teacher should participate in all of the activities expected of a fully qualified industrial arts teacher, including planning, evaluation, maintenance, and extra-curricular activities.
9. The student teacher in industrial arts should be an industrial arts major.
10. Student teachers should participate in the evaluation of their own performance.

## Criteria

### Part I – Descriptive Information

1. What percentage of the department majors are placed on student teaching assignments during their junior year? \_\_\_\_\_  
The senior year? \_\_\_\_\_
2. Does the college provide for observation of teaching practices before industrial arts majors are permitted to do student teaching? \_\_\_\_\_
3. What percentage of industrial arts student teaching is done under guidance of critics who hold at least a master's degree in education? \_\_\_\_\_
4. Are majors encouraged to do student teaching in both junior and senior high school classes? \_\_\_\_\_
5. Do majors teach in more than one subject, such as general drafting and general woodworking? \_\_\_\_\_
6. Attach a copy of the department criteria for admitting majors to the student teaching sequences.
7. Are student teachers encouraged to participate in all of the normal activities of an industrial arts teacher? \_\_\_\_\_
8. Does the department control the selection of schools in which student teaching is done? \_\_\_\_\_ How are the schools selected?  
\_\_\_\_\_
9. Who supervises the student teaching of industrial arts majors?  
\_\_\_\_\_

### Part II – Evaluation

#### Ratings for Column Headings

- 0 – Item not present in this department, does not apply
- 1-2 – All or nearly all aspects unsatisfactory
- 3-4 – More aspects unsatisfactory than satisfactory
- 5-6 – More aspects satisfactory than unsatisfactory
- 7-8 – Most aspects satisfactory
- 9-10 – Nearly all or all aspects satisfactory





## AREA VI – FACILITIES AND LABORATORIES

Preparation of efficient industrial arts teachers requires adequate shop facilities and laboratories. Poorly situated classrooms and shops, obsolete equipment, and meager instructional supplies are not conducive to effective interpretation of the activities of modern industry to young boys and girls. Each institution should study the adequacy of instructional facilities in relation to the needs of teachers in the service area. Though some departments require special facilities, basic standards apply to all departments.

### Standards

1. There should be office space for each staff member.
2. There should be a departmental library of curriculum materials available for student use.
3. Library materials should be adequate and current for all areas of instruction offered by the department.
4. Appropriate film strips, models, charts, and other teaching aids should be available for classroom use.
5. Emergency instructional supplies should be readily available through requisition.
6. Use of new materials, machines, and processes should be evident in the shops.
7. Adequate records should be maintained of all supplies purchased.
8. Each machine should be in good working order and equipped with adequate safety devices, such as guards and safety switches.
9. Shops should be attractively painted and safety zones should be identified.
10. First aid kits should be available in each shop.
11. Equipment and facilities should be inspected periodically to insure safe use.
12. The department should be clearly identified by reason of having offices, classrooms, and shops on the college campus.
13. Shops and classrooms should be arranged and lighted appropriately for the courses being taught.
14. Each shop should have a minimum of two exits.
15. Washing facilities and drinking fountains should be provided in convenient locations.

16. Display cases should be maintained by instructors or students in the department.
17. There should be safe and adequate storage facilities for all supplies, projects and tools.
18. There should be student lockers for each shop where such facilities are needed.
19. A finishing room should be maintained for each shop in which the volume of the work requires it.
20. Ample demonstration and discussion area should be provided for each shop or classroom.
21. Each shop should have adequate quantities and varieties of tools, supplies, and equipment.
22. There should be evidence of good judgment in requests for tools, equipment, and supplies.
23. Necessary utilities such as electricity, water, compressed air, and gas should be available in accordance with the needs in the activities under instruction in the shops.

## Criteria

### Part I - Descriptive Information

1. What percentage of the departmental budget is allocated for acquisition of: Equipment \_\_\_\_\_ Supplies \_\_\_\_\_
2. What improvements in the department facilities and laboratories have been approved for this and next year? \_\_\_\_\_
3. Attach a copy of last year's inventory, if available. If not available, explain how the inventory is kept. \_\_\_\_\_

### Part II - Evaluation

#### Ratings for Column Headings

- 0 - Item not present in this department, does not apply
- 1-2 - All or nearly all aspects unsatisfactory
- 3-4 - More aspects unsatisfactory than satisfactory
- 5-6 - More aspects satisfactory than unsatisfactory
- 7-8 - Most aspects satisfactory
- 9-10 - Nearly all or all aspects satisfactory



## HOW TO USE THE INSTRUMENT

Departmental personnel desiring to improve their program through self-study should first examine the standards in the evaluative instrument. It is not expected that all departments will meet every prescribed standard to the highest degree; the standards represent attainable levels. If all departments met each standard to an optimum degree, the instrument may have outlived its usefulness. New and higher standards would be required.

When each member of the staff is satisfied that the standards are understood, formal departmental meetings should be scheduled to discuss information requested in the evaluative criteria. In large departments responsibilities for certain areas may be delegated to individuals, but in all cases, reports should be made to the whole staff.

In areas for which information is requested and found unavailable, immediate steps should be taken to collect such information. The faculty should produce information requested in written form. The whole staff for industrial arts should discuss every item requested in the criteria.

Following the study and discussion of the standards and criteria, the staff should complete the ten point rating scale provided. Each member of the staff may wish to make his own estimate, independently, and then compare his estimate with that of others of the staff. The final estimate of the program should represent a faculty consensus and be preserved for future study and comparisons.

It is likely that most departments will not be completely satisfied with their programs after thorough study with the instrument as a guide. Efforts to collect data and to improve performance should be carefully planned and continuous. Much of the data required for self-evaluation is collected slowly. Some of it is accumulated over a number of semesters or, even years. Therefore, periodic studies should be conducted and comparisons made with ratings of previous studies. In this manner regular improvement should be noted over a reasonable period of time.

Schools that maintain relations with strong state organizations for industrial arts teacher education may be able to participate in cooperative studies that would be helpful in improvement of their programs. In some cases, faculties of state schools may wish to meet jointly to discuss areas of possible improvement at the state level. A specific program might be benefited from an evaluation conducted by members of a nearby institution. State organizations and their official

publications could serve in transmission of ideas for improvement from one school to another.

Every departmental staff should understand that accreditation procedures are conceived with the view to encourage improvement and, that sooner or later, the department will be visited by an accrediting team. At such time, information similar to that requested in the evaluation instrument will be requested and evaluated. As the supplementary guide for industrial arts and the evaluation instrument are studied, two advantages will become evident. First, areas of weakness may be identified before the accrediting team arrives thus providing time for correction or improvement. Secondly, staff members will have time to collect and refine data required by the visitors in order to understandingly review the program. Improvement should precede formal accreditation, rather than follow it.

## Supplementary Guide for Industrial Arts Teacher Education

The evaluation instrument for industrial arts teacher education was forwarded to the National Council for Accreditation of Teacher Education on January 10, 1957 for review by the Committee on Standards. On February 1, 1957 a letter was received from Dr. W. Earl Armstrong, Director of the Council, addressed to specialized groups in teacher education. The communication reported that the Council's Committee on Standards met and considered supplements to the *Standards* and *Guide* which were being used in accrediting procedures. Supplements had been received from such groups as: audio-visual education, art, exceptional children, industrial arts, modern foreign language, home economics, music, and school administration. At that meeting, the Committee on Standards made four policy decisions:

1. "The general *Standards* should be so stated as to make their application to specialized areas of teacher education as pertinent and complete as their application to the less specialized programs of teacher education. This means that no supplements to the general *Standards* will be issued for specialized areas. A copy of the proposed general *Standards* as revised is enclosed.<sup>1</sup> These will be presented to the Council for adoption at its next meeting which is scheduled for May 31 - June 1, 1957.
2. "The supplements to the *Guide* for specialized programs of teacher education should request the kind of information which will make it possible for the evaluators, and eventually the Council, to determine whether the general standard pertaining to that factor is being met. The Director of NCATE was instructed to send to the chairman of each specialized group an illustration of the application of this policy or principle to his specialized area. An illustration relating to the group concerned is attached to this memorandum.

<sup>1</sup>See Appendix B.

3. "Supplements to the *Guide* should be issued for only those programs of teacher education designed to prepare specialists. This policy excludes such groups as philosophy of education, field services, and modern foreign languages, and possibly other groups.
4. "All specialized groups should be encouraged to develop whatever instruments they desire for use in upgrading programs for the preparation of specialists for their areas so long as these are not regarded as standards for accreditation."<sup>1</sup>

The National Committee on Accreditation of Industrial Arts Teacher Education met in Kansas City on April 23, 1957 and discussed the results of the latest action by the National Council for Accreditation of Teacher Education. The National Council for Accreditation of Teacher Education had revised its general standards and invited the National Committee on Accreditation of Industrial Arts Teacher Education Programs to prepare a supplement for industrial arts teacher education. Such a supplement was to be devoted solely to: *faculty, curriculum, and facilities*.

The supplementary guide for accreditation of industrial arts teacher education was prepared from the Industrial Arts Teacher Education Standards and sent to the National Committee on Accreditation of Industrial Arts Teacher Education Programs for evaluation. Comments received from committee members were incorporated in a revision of the guide and returned to the Chairman of the committee. On July 16, 1957 word was received from Chairman Verne C. Fryklund that this supplementary guide had been forwarded to the National Council for Accreditation of Teacher Education as requested by W. Earl Armstrong, Director of the Council.

With this action, two separate instruments are made available in this yearbook to those interested in improving programs of industrial arts teacher education. The complete instrument is intended for self study by individual departments. The following supplementary guide is intended for use by the NCATE in its formal visitation for accrediting purposes and is presented here so industrial arts educators might become familiar with its contents.

<sup>1</sup>W. Earl Armstrong, Supplements to NCATE Standards and Guide (A memorandum to Specialized Groups in Teacher Education from the Director of the National Council for Accreditation of Teacher Education, Washington), February 1, 1957.



## THE SUPPLEMENTARY GUIDE

## A Supplement to the General Accreditation Instruments of the National Council for Accreditation of Teacher Education

This supplement has been prepared to accompany the general guide used by the National Council for Accreditation of Teacher Education in its accrediting procedures. The purpose of this supplementary guide is to provide help for the faculty for industrial arts teacher education in its preparation of a report to show how the program meets the general standards of the National Council for Accreditation of Teacher Education. Answers to items included in this supplement should be filed with the report garnered from administering the general instruments of NCATE. It is anticipated that all members of the staff concerned with the program of industrial arts teacher education will participate in the preliminary study required in order to prepare this report; however, one person should be made responsible for the final report to insure accuracy, completeness, and exclusion of overlapping information.

## Faculty

Materials for this standard should not duplicate items already reported in the total institutional report concerning faculty. Information requested in this guide is intended to show that the faculty for industrial arts is technically competent and professionally prepared to conduct an accreditable program of industrial arts teacher education.

1. Report the faculty for industrial arts and describe all the duties of each member, including membership on department, college and university committees and responsibilities for routine maintenance duties.
2. Indicate the academic training and rank of each member of the industrial arts staff.
3. Furnish evidence that each member of the industrial arts staff is qualified by preparation, and technical and teaching experience in the area of his teaching field.
4. Describe the relationships which the industrial arts education faculty members have with the schools with the view to giving them a realistic understanding of the problems of the industrial arts teachers in the schools.
5. Summarize the teaching loads of the faculty for industrial arts and compare them with other departments. If an overload exists, explain the extent of the overload and length of time it has been imposed.

6. If industrial arts staff members are expected to maintain shop equipment, inventory and requisition necessary supplies, tools, and equipment, and cooperate in maintenance requests from the institution, explain how teaching loads are adjusted to compensate for time required to complete such assignments.
7. Explain adjustments made in teaching loads to compensate for the number of different preparations required for teaching each semester and the amount of personal attention or supervision each student requires.

### Curriculum

Information requested in this guide is intended to show that the curriculum for industrial arts teacher education actually meets standards prescribed for teacher education and to show how the curriculum is particularly adapted for industrial arts.

1. Identify the areas of specialization of teaching majors available within the industrial arts program. Indicate the number of semester hours required for such teaching majors.
2. Attach photographs of typical student constructed projects which demonstrate attention devoted to planning, design, appropriate use of materials, and quality of workmanship.
3. Explain how industrial arts students are involved in group projects, student personnel organization, and departmental activities such as maintaining department bulletin boards, libraries, and instructional aids. Give examples.
4. If general education courses for industrial arts students differ in amount or nature from those taken by other prospective teachers, explain the difference.
5. List and describe the industrial arts professional courses.
6. List and describe any courses that have been added to or dropped from the industrial arts teacher education program during the past five years.
7. Explain the techniques employed to insure that students are competent in technical and manipulative skills in required shop courses when they transfer from other institutions, or enter the program with considerable trade experience.

## Facilities

General standards related to facilities for preparation of all teachers are reported in the total institutional report. This guide is intended to show the quality and extent of special facilities provided for industrial arts teacher education.

1. Describe the physical plant and equipment available for industrial arts teacher education. Indicate which shops, if any, are not under the direct control and management of the staff for industrial arts whether located on campus or at another location or institution.
2. Indicate the average age of power machines and special equipment used for instruction. If very old machines are still used in the instructional program, show that they resemble machines that graduates will find in public schools where they are likely to teach. Show that all equipment is really used as intended in industrial arts courses and that all equipment is adequately safe-guarded.
3. Describe the major equipment added to the physical plant during the past ten years; indicate whether the equipment was new or used when purchased.
4. Report any special teaching aids or curriculum materials maintained by the department and intended to supplement common aids available to the college.
5. Report the moneys spent last year for specialized equipment, normal instructional materials, and authorized travel by the staff for industrial arts teacher education.
6. Indicate where evaluators will find courses of study, syllabi, or semester plans for each course taught in industrial arts teacher education.
7. Describe the safety education program.
8. Report and describe any accidents resulting in injury requiring medical attention during the past five years. Explain how they occurred and describe corrective action taken to prevent recurrence.

## CHAPTER VI

# Role of Industrial Arts Education In Self-Improvement

Accreditation is not a nice word to many teachers and administrators. In industrial arts, the word *accreditation* is no more inviting than is the old designation of manual training when used in place of the now modern term, *industrial arts*. The term manual training is not used by those who know industrial arts, but *accreditation* is standard in all education and educators know that it connotes improvement by means of self evaluation, and with some outside assistance. It is not an inspectional procedure, nor is it a licensing function. The latter is a responsibility of state agencies and usually relates to the qualifying of teachers.

In Chapter II is presented the history of accreditation and it reveals that earlier problems included the activities of various associations and agencies with many of them assuming inspectional functions without providing positive assistance as is done in the manner of the modern approach to accreditation.

### THE PEOPLE WANT IT

The American people expect improvement in everything they do. It seems to be characteristic of Americans that they should strive to find better ways to do things. They expect homes to be more livable and comfortable; they expect better working conditions, better salaries, and improved standards of living. People want these changes for the better and look forward to attaining them, and they have a right to anticipate improvement. People *want* to improve. Improvement, however, does not just happen; it comes through effort, planned effort. Improvements are made by people who work purposely for worthwhile goals.

People also want and expect improvement in education. They want more and better opportunities for learning through education with hope for advancement in their work. They want the best possible preparation

for working and living in a modern age. Most people are no more satisfied with older patterns of education than they are with older and now obsolete automobiles. Just as better automobiles are developed by the automotive manufacturers to meet modern demands, so better industrial arts programs should be developed by members of the industrial arts profession.

Industry often makes reference to *normal* improvement and it implies constant improvement. There often are industrial arts educators who are satisfied with the status quo just as long as the job functions smoothly. However, most industrial arts teachers ally themselves with those who feel that improvement should be normal and constant. They desire to improve regularly and they work toward improvement whether favorable conditions prevail or not. This is the intrinsic approach and certainly far more productive of improvement than a mandatory approach.

## PROGRAM EVALUATION

There may be workers in the profession who feel that *growth* is improvement; they overlook the fact that quality is of primary concern. To believe that so long as faculty and physical facilities are increased, the quality of the program is therefore improved, is wishful thinking. Without periodical evaluation of departmental programs, constant improvement is not likely.

Program evaluation has had limited consideration in past years. Many departmental personnel are aware of needed improvements but they seem not able to implement them. They want to improve their programs, but they seem not to locate a point of departure. In 1955, Hornbake and Maley identified and reported 221 educational practices that colleges and universities perform in a superior manner.<sup>1</sup> An inventory of practices was obtained from a review of associated literature and presented to departmental chairmen. Persons contacted were requested to select 10 of the practices that were performed in a superior manner at their institutions. Of 221 items, 39 were listed by 10 schools. Twelve items were listed by 20 or more schools and 3 items were mentioned by as many as 40 schools. The only item that was not mentioned by as many as 10 schools was *program evaluation*. According to

<sup>1</sup>R. Lee Hornbake and Donald Maley, *Superior Practices in Industrial Arts Teacher Education*. "American Council on Industrial Arts Teacher Education, Yearbook Four". Bloomington: McKnight and McKnight Publishing Company, 1955.

these findings personnel of fewer than 10 schools in the United States believed that they were evaluating satisfactorily their programs of industrial arts.

### INDUSTRIAL ARTS EDUCATORS WANT IT

Industrial arts teacher educators recognize the need for improvement through program evaluation, and they are doing something about it. With this evaluation instrument and the supplement provided the National Council for Accreditation of Teacher Education, it is hoped that industrial arts educators will take a renewed interest in improving their programs and will share proved effective techniques with others in the profession. Earlier in this yearbook suggestions have been offered for using the instrument. National leadership has been provided by the National Council for Accreditation of Teacher Education and the American Council on Industrial Arts Teacher Education. The task now remaining must be performed at the departmental level.

In addition to evaluating going programs, departmental personnel may also want to cooperate in formulating more effective methods for improving industrial arts teacher education. Constructive notes should be made and carefully preserved as the industrial arts faculties study their programs. After adequate time has elapsed for departments to use this evaluation instrument, revisions may be in order. Additional research may be required in order to find better ways of identifying constructive improvement techniques. This instrument has not been offered as final, but it does follow a pattern used by the National Council in reviewing other so-called special programs in teacher education. It is an initial step in developing an ongoing improvement program for industrial arts teacher education in the United States.

## APPENDICES

Appendix A – Accreditation in Industrial Arts Education

Appendix B – Standards and Guide for Accreditation of Teacher  
Education

Appendix A  
NATIONAL COMMITTEE ON ACCREDITATION OF INDUSTRIAL  
ARTS TEACHER EDUCATION PROGRAMS  
An  
INVITATION  
to Participate in  
the Development of Standards and Criteria  
for  
ACCREDITATION IN INDUSTRIAL ARTS EDUCATION

This is an invitation to the profession to aid in the identification of standards and criteria which would effectively upgrade and result in the evaluation of programs of industrial arts teacher education. The instrument is being sent to colleges and universities which are reported to have programs of industrial arts teacher education.

DIRECTIONS

A series of statements which partially describe various programs of industrial arts teacher education appear on the following pages. Would you please read through the list, deciding for each item whether the criterion involved is important or not. Mark your reaction on the scale on the right side of the page.

Please keep one of the two enclosed copies for yourself and return the completed instrument to the secretary of the committee.

H. L. Helton, Secretary  
National Committee on Accreditation of Industrial Arts  
Teacher Education Programs  
Wayne University  
Detroit 1, Michigan

*NOTE: Numbers of responses are shown in the following pages, rather than in a separate table.*



## Area I - ORGANIZATION AND ADMINISTRATION

The following statements are those which appear in the literature describing the organization and administration of departments of industrial arts teacher education. Please check your reaction to each item as a basis for accreditation of such departments.

Practice is:

1. Essential
2. Desirable
3. Acceptable
4. Undesirable
5. Detrimental

Each department of industrial arts teacher education should:

	1	2	3	4	5	Not Rated
1. Have at least one full-time faculty member whose primary duty is the direction of the initial preparation of industrial arts teachers.	111	44	8	1	0	2
2. Have at least one general shop on the campus.	101	56	9	0	0	0
3. Have at least one unit shop on the campus.	94	58	11	2	0	1
4. Show evidence of student involvement in professional activities and situations.	92	60	12	0	0	2
5. Maintain an organization chart showing the department and its relation to the entire college or school of education.	23	87	52	3	1	0
6. Be autonomous to the extent that it plans and executes its own program.	75	61	11	13	4	2
7. Place responsibility for the development of the program upon those who understand the problems and needs of schools in the area.	107	46	9	0	0	4
8. Cooperate with other departments by offering industrial arts courses for the general education of other college students.	59	98	9	0	0	0
9. Plan, and teach the professional courses for industrial arts, such as Methods and Student Teaching.	142	22	2	0	0	0

	1	2	3	4	5	Not Rated
Students should be permitted to major in industrial arts through consideration of the following:						
10. Accept all students who are admitted to the institution	22	29	36	58	17	4
11. Admission exams developed by the department	6	59	71	14	10	6
12. Standardized exams such as the Kuder or ACE	14	54	78	12	0	8
13. Evaluation of the candidate by members of the department	44	84	28	3	2	5
14. Recommendations of former teachers	6	87	54	7	4	8
Other: _____						
The total curriculum for industrial arts students should be determined by:						
15. The department	57	52	9	14	8	26
16. The college	31	51	31	22	4	27
17. State certification requirements	39	36	38	20	2	31
18. Public schools in the area	16	35	35	36	10	34
19. State curriculum committees	10	44	40	30	7	35
20. Combinations of those mentioned _____ (specify)	61	30	3	0	0	72
Other: _____						
Each industrial arts staff member should:						
21. Have adequate time reserved in his weekly schedule to allow for research and planning	102	57	7	0	0	0
22. Attend and participate in local, state, and national meetings and conventions	88	75	3	0	0	0
23. Be consulted in the selection of new staff members employed in the department	75	68	17	4	2	0
24. Participate in follow-up studies concerning the quality of the department program and graduates	78	85	3	0	0	0
25. Be allowed time to visit other colleges and universities	66	93	7	0	0	0
26. Be allowed time to visit public schools in the area	97	66	2	0	0	1

	1	2	3	4	5	Not Rated
27. Accept the philosophy that industrial arts is organized to contribute to general education of all youth	135	29	1	0	1	0
28. Be provided with sufficient secretarial services for essential clerical activities	85	77	4	0	0	0
29. Have a course of study or syllabus for each course he teaches	112	48	5	0	1	0
30. Have adequately prepared lesson plans or teaching outlines	98	59	9	0	0	0
<b>The minimum full-time faculty of the department should be:</b>						
31. 1	24	0	12	29	17	84
32. 2	24	21	24	16	3	78
33. 3 or more	71	55	8	0	0	32
34. The staff should be of such size to include persons with diversified experience in teaching and administration	57	38	4	0	0	67
<b>The minimum enrollment of full-time majors in the department should be:</b>						
35. 1 to 15	16	10	18	25	14	83
36. 16 to 31	10	31	28	15	2	80
37. 32 to 47	21	24	31	7	0	83
38. 48 to 63	17	28	14	6	2	99
39. Sufficient to justify costs for the department compared with other departments in the college	76	34	17	10	7	22
Other: _____ (specify)						

## Area II – STUDENT PERSONNEL PROGRAM

The following statements are associated with functions of efficient programs of industrial arts teacher education. Place a check mark in the column on the right which indicates your reaction to each item as a basis for accreditation of such departments.

	Practice is:					Not Rated
	1	2	3	4	5	
In order to receive recognition as an efficient department of industrial arts teacher education, the department should:						
40. Be actively engaged in a planned student recruitment program designed to influence both college and pre-college youth	53	85	25	0	1	2
41. Maintain informative materials which could be furnished to students and teachers seeking information about the department	92	72	1	0	0	1
42. Assist all industrial arts majors in need of curricular and personal counselling	151	14	0	0	0	1
43. Have access to scores on all standardized tests administered by the college	93	65	5	0	1	2
44. Guide and support student organizations which are a part of or are related to industrial arts	98	64	3	0	0	1
45. Maintain an individual file of cumulative information about each student in the department	95	60	7	0	1	3
46. Coordinate department placement activities with the college placement office	100	61	1	0	1	3
47. Visit the department graduate during his first year on the job after graduation	27	116	20	0	0	3
48. Encourage industrial arts students to organize and conduct at least one professional meeting each semester or term	39	110	15	0	0	2

	1	2	3	4	5	Not Rated
49. Provide typing and duplicating equipment for student use in preparing instructional materials and industrial arts assignments	30	94	36	1	3	2
50. Maintain some technique for releasing news and information to students in the department, such as a department news letter	18	127	19	1	1	0
51. Encourage students to assume responsibility for departmental activities such as maintaining departmental bulletin boards, libraries, and instructional aids	26	119	18	1	2	0
52. Exercise good judgment and promptness in selective retention of students and counsel out persons who will not be placeable after graduation	91	68	6	0	0	1
53. Provide for student participation in evaluation of departmental courses	26	107	29	1	3	0

Area III – THE FACULTY

The following statements have been used in the literature to describe the faculty for the initial preparation of prospective industrial arts teachers. Please check your reaction to each item as a basis for accreditation of programs of industrial arts teacher education.

	Practice is:					Not Rated
	1. Essential	2. Desirable	3. Acceptable	4. Undesirable	5. Detrimental	
Each member of the faculty for the undergraduate preparation of industrial arts teachers should:						
54. Have a master's degree	105	50	6	0	0	5
55. Have a doctor's degree	6	101	49	2	4	4
56. Be selected on the basis of demonstrated competency in teaching industrial arts in secondary schools	63	88	11	2	1	1

	1	2	3	4	5	Not Rated
57. Have industrial experience in the area of his specialization	11	126	29	0	0	0
58. Continue to increase his industrial work experience through employment during the summer or by other appropriate activities, such as special institutes or clinics	25	105	35	1	0	0
59. Be specialized in at least one of the usual industrial arts areas, such as drafting, metalworking, or woodworking	97	62	6	1	0	0
The teaching load, in credit hours, of the staff should be:						
60. Adjusted to compensate for required student contact hours in laboratory courses, such as drafting, metalworking, or woodworking	97	63	0	0	0	2
Items pertaining to staff in general:						
61. Industrial arts teachers who have demonstrated high degrees of competency in secondary school teaching and meet required college standards should be invited to serve as special instructors of "shop skills" whenever possible	16	123	26	0	0	1
62. Outstanding industrial arts teachers in the area who meet college standards may be employed to teach industrial arts professional courses for the department	10	91	58	4	2	1
63. The department should have written criteria for the selection of "guest lecturers" or part-time staff members	27	87	44	7	1	0
64. Any student assistant teaching shop courses for the industrial arts major should possess a bachelor's degree and public school industrial arts teaching experience	49	90	21	2	1	3

Area IV—THE CURRICULUM

The following statements apply to the curriculum for industrial arts teacher education. Please check your reaction to each statement as a basis for accreditation of such programs.

Practice is:

- 1. Essential
- 2. Desirable
- 3. Acceptable
- 4. Undesirable
- 5. Detrimental

An effective curriculum for the initial preparation of industrial arts teachers should show consideration of the following:

	1	2	3	4	5	Not Rated
65. There should be a wide variety of courses developing several industrial arts skills	131	33	1	0	1	0
66. Adequate emphasis is placed on understanding such things as appropriateness of materials, design, function, and quality of workmanship	140	25	1	0	0	0
67. Students are involved in experiences which result in understanding good guidance practices	76	78	9	0	1	2
68. The curriculum should provide for student s experiences with group projects as well as individualized work	71	81	11	1	0	2

The minimum number of semester credit hours in industrial arts required for specialization in one of the usual areas, such as metalworking, drafting, or woodworking should be:

69. Six	25	8	9	32	14	78
70. Eight	32	19	28	14	2	71
71. Ten	26	38	16	4	0	82
72. Twelve	48	37	15	7	1	58
Other: _____						

	1	2	3	4	5	Not Rated
The minimum total of semester hours in all industrial arts laboratory courses, such as arts and crafts, metalworking, printing, woodworking, and drafting, required for a major should be:						
73. 20 to 25	9	5	10	33	17	92
74. 26 to 30	18	14	24	23	3	84
75. 31 to 35	34	32	18	8	1	73
76. 36 or more	73	42	6	4	1	40
Industrial arts students who are clearly competent, through industrial work experience, in one of the usual industrial arts areas, such as drafting, should have their curriculum adjusted by:						
77. Taking special courses in methods of teaching drafting as a substitute for drafting classes	15	62	49	19	1	20
78. Undertaking special work in drafting class	10	86	45	8	0	17
79. Enroll in advanced classes	23	82	35	7	2	17
80. Allowing students to receive credit for the class by examination or other suitable evaluating procedures	24	60	51	23	2	6
81. No action, student should take regular courses	2	7	27	61	36	33
Properly evaluated work experience should be accepted as a part of the industrial arts curriculum as:						
82. A curriculum requirement for graduation	5	37	53	34	7	30
83. An elective laboratory course	4	51	67	16	3	25
84. A substitute for shop or drafting requirements	5	38	42	47	13	21
85. Should not be accepted as a part of the curriculum	12	10	21	61	37	25



	1	2	3	4	5	Not Rated
<p>In the total curriculum for the preparation of industrial arts teachers, what percentage of the work should be devoted to general education? (General education should be interpreted as those courses which are academic or cultural in nature, including physical education and ROTC, and usually required of all students regardless of their major.)</p>						
86. 20 to 25 per cent (or ___ hours of ___ hour total)	19	9	13	21	18	86
87. 26 to 30 per cent (or ___ hours of ___ hour total)	14	25	15	22	9	81
88. 31 to 35 per cent (or ___ hours of ___ hour total)	21	26	21	20	4	74
89. 36 to 40 per cent (or ___ hours of ___ hour total)	11	25	26	18	4	82
90. 41 to 45 per cent (or ___ hours of ___ hour total)	12	16	18	17	14	89
91. 46 to 50 per cent (or ___ hours of ___ hour total)	17	18	8	21	24	78
Other: _____						
<p>What percentage of the total curriculum should be devoted to industrial arts professional courses? (Methods of teaching industrial arts, organization and management, student teaching, school shop planning)</p>						
92. 1 to 5 per cent (or ___ hours of ___ hour total)	14	3	5	32	23	89
93. 6 to 10 per cent (or ___ hours of ___ hour total)	39	27	16	19	1	65
94. 11 to 15 per cent (or ___ hours of ___ hour total)	32	34	23	5	0	72
95. 16 to 20 per cent (or ___ hours of ___ hour total)	20	25	25	0	2	74
Other: _____						

	1	2	3	4	5	Not Rated
What percentage of the total curriculum should be devoted to general professional education? (General professional education should be interpreted as those courses pertaining to History, Philosophy, and Principles of Education which are generally required of all education majors)						
96. 6 to 10 per cent (or ___ hours of ___ hour total)	36	25	13	17	4	71
97. 11 to 15 per cent (or ___ hours of ___ hour total)	34	44	19	10	4	55
98. 16 to 20 per cent (or ___ hours of ___ hour total)	18	20	21	24	6	77
Other: _____						

#### Area V - STUDENT TEACHING

Place a check in the column to the right which indicates your reaction to the following statements pertaining to the student teaching activities for industrial arts teacher education.

In a well planned program for the preparation of industrial arts teachers, the student teaching activities should:	Practice is:					
	1. Essential	2. Desirable	3. Acceptable	4. Undesirable	5. Detrimental	
99. Begin during the Sophomore year	2	19	24	64	13	44
100. Begin during the junior year	23	57	53	10	3	20
101. Begin during the Senior year	60	45	24	13	3	21
102. Be preceded by observation of teaching	80	64	11	4	2	5
103. Be done under the direction of a critic teacher selected by the department	104	45	5	3	3	6
104. Be done in a campus school or a school controlled by the college	21	53	57	20	4	11
105. Be done in the public schools	47	88	29	1	0	1

	1	2	3	4	5	Not Rated
106. Be permitted in parochial schools	4	21	83	30	16	12
107. Be done in the city in which the institution is located	8	60	81	10	0	7
108. Be done in the same state	59	74	28	1	0	4
109. Be done outside the state	2	5	51	76	18	14
110. Be done in an accredited school	115	44	3	1	0	4
111. Be done with both Junior High and Secondary school classes	41	110	13	0	0	2
112. Be done in different subject areas, such as drafting and woodworking	48	101	14	0	0	3
113. Be permitted in academic areas in addition to industrial arts	5	43	72	31	8	7
114. Be done under a critic teacher who has a master's degree and experience in industrial arts education	66	84	14	0	0	2
<b>The department:</b>						
115. Should be allowed to select the school in which student teaching is to be done	81	68	15	1	0	1
116. Should have written criteria for admitting students to the student teaching sequences	76	73	9	1	0	7
<b>The student teacher should:</b>						
117. Teach in at least one general shop	55	87	22	0	0	2
118. Be an industrial arts major	96	60	8	0	0	2
119. Participate in the evaluation of his performance during the term	77	77	9	1	1	1
120. Become involved in the extra-curricular activities of the school where he teaches	66	78	18	1	1	2
121. Participate in the upkeep of the shop and equipment where he teaches	106	54	5	1	0	0
122. Begin and close a semester during his sequence of courses	48	101	13	1	0	2
123. Participate in planning and evaluating student work and projects	120	43	3	0	0	0
124. Develop competency in preparation of lesson materials required in the courses he teaches	132	30	2	0	0	2

## Area VI – FACILITIES AND LABORATORIES

The following statements describe the facilities and laboratories which are associated with programs of industrial arts teacher education. Place a check mark in the appropriate column on the right which indicates your reaction to each item.

	Practice is:					Not Rated
	1	2	3	4	5	
125. There should be an office space for each staff member	97	62	6	0	0	1
126. There should be a department library of curriculum materials available for student use	77	78	6	2	2	1
127. Library materials should be adequate and current for all areas of instruction offered by the department	118	48	0	0	0	0
128. Appropriate film strips, models, charts, and other teaching aids should be available for classroom use	92	74	0	0	0	0
129. There should be an effective system for the acquisition of emergency materials	78	83	4	0	0	1
130. The use of new materials, machines, and processes should be evident in the shops	78	84	3	0	0	1
131. Adequate records should be maintained on all supplies purchased	120	42	4	0	0	0
132. Equipment should be in good working order and equipped with adequate safety devices, such as guards and safety switches	151	15	0	0	0	0
133. Shops should be painted in an attractive manner with safety zones identified	79	83	4	0	0	0

	1	2	3	4	5	Not Rated
134. First aid kits should be maintained in each shop	129	32	4	1	0	0
135. Equipment and facilities should be inspected periodically to insure safe use	133	33	0	0	0	0
136. The department should be clearly identified through offices, classrooms, and shops on the college campus	84	77	2	0	0	3
137. Shops and classrooms should be planned and lighted appropriately for the course being taught	133	32	0	0	0	1
138. Each shop should have a minimum of two exits	77	79	8	0	0	2
139. Washing and drinking fountains should be provided in convenient locations	91	70	3	0	0	2
140. Display cases should be maintained by instructors or students in the department	41	117	5	0	1	2
141. There should be safe and adequate storage facilities for all supplies, projects, and tools	126	38	1	0	0	1
142. Student lockers should be provided in sufficient numbers and size	77	86	2	0	0	1
143. A finishing room should be maintained by the department for each shop where such facilities are needed	74	82	7	1	1	1
144. Ample demonstration and discussion area should be provided for in each shop or classroom	86	77	2	0	0	1
145. Each shop should have adequate and appropriate numbers and varieties of tools, supplies, and equipment	128	37	0	0	0	1
146. Good judgment should be evident in requests for tools, equipment, and supplies	125	39	0	0	0	2
147. Necessary utilities, such as electricity, water, compressed air, and gas should be planned in accordance with activities being conducted in the industrial arts shops	134	33	1	0	0	1

## INSTITUTIONAL DATA

Name

Name of School

1. Classification of school:
  - t1) \_\_\_\_\_ University
  - t2) \_\_\_\_\_ College
  - t3) \_\_\_\_\_ Other (please identify)
2. Is your department concerned with:
  - t4) \_\_\_\_\_ Industrial Arts Teacher Education only
  - t5) \_\_\_\_\_ Both Industrial Arts and Vocational Education
  - t6) \_\_\_\_\_ Vocational Education only
  - t7) \_\_\_\_\_ Other (please specify)
3. Degrees conferred by institution:
  - t8) \_\_\_\_\_ None
  - t9) \_\_\_\_\_ Bachelor's
  - t10) \_\_\_\_\_ Master's
  - t11) \_\_\_\_\_ Doctor's
4. The average number of majors enrolled in the department is between:
  - t12) \_\_\_\_\_ 1-30
  - t13) \_\_\_\_\_ 31-60
  - t14) \_\_\_\_\_ 61-90
  - t15) \_\_\_\_\_ 91-120
  - t16) \_\_\_\_\_ 120-more
5. How many men compose the faculty for industrial arts?
  - t17) \_\_\_\_\_ 1
  - t18) \_\_\_\_\_ 2
  - t19) \_\_\_\_\_ 3
  - t20) \_\_\_\_\_ 4
  - t21) \_\_\_\_\_ 5-10
  - t22) \_\_\_\_\_ 11-or more
6. How many years experience have you had in teacher education?
  - t23) \_\_\_\_\_ 1-5
  - t24) \_\_\_\_\_ 6-10
  - t25) \_\_\_\_\_ 11-15
  - t26) \_\_\_\_\_ 16-or more

7. What is your highest degree?

b1) \_\_\_\_\_ Bachelor's

b2) \_\_\_\_\_ Master's

b3) \_\_\_\_\_ Doctor's \_\_\_\_\_ Ed. D. \_\_\_\_\_ Ph. D.

8. Do you believe the industrial arts profession should assume the responsibility for upgrading programs for the preparation of teachers and not delegate this activity to a state certification board?

b4) \_\_\_\_\_ Yes

b5) \_\_\_\_\_ No

9. Do you feel that the quality of the instructional program of your department is unduly hampered by any of the items below? If so, please place a check by the specific item.

b6) \_\_\_\_\_ Demands for teachers to teach existing subjects

b7) \_\_\_\_\_ State certification rules

b8) \_\_\_\_\_ College curriculum committees

b9) \_\_\_\_\_ Demands of graduate schools

b10) \_\_\_\_\_ State boards of education

b11) \_\_\_\_\_ Administrative policies

b12) \_\_\_\_\_ Educational philosophies

b13) \_\_\_\_\_ Local, state, national meetings

b14) \_\_\_\_\_ Educational literature

10. In order to do a better job teaching in your department, which of the following need immediate attention?

b15) \_\_\_\_\_ More space

b16) \_\_\_\_\_ Additional funds

b17) \_\_\_\_\_ Additional staff

b18) \_\_\_\_\_ New courses

b19) \_\_\_\_\_ Release from domination by other departments

b20) \_\_\_\_\_ Better student guidance

b21) \_\_\_\_\_ Newer philosophies

## Appendix B

### NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Mills Building  
17th Street and Pennsylvania Avenue, N. W.  
Washington 6, D. C.  
1957

### STANDARDS & GUIDE FOR ACCREDITATION OF TEACHER EDUCATION

The statement which follows sets forth the STANDARDS of the Council for the accreditation of teacher education in colleges and universities and presents in broad outline a GUIDE to an institution in developing a report to the Council prior to an evaluation by a team of out-of-state and in-state evaluators.

The NCATE is an autonomous organization whose sole purpose is to improve teacher education through accreditation. Only those qualified institutions that apply voluntarily and are found by examination to meet established standards for the preparation of teachers are accredited by the Council. Accreditation, when granted, covers undergraduate or graduate programs for preparing any or all of the following: (1) elementary school teachers, (2) secondary school teachers, (3) school service personnel, such as administrators, supervisors, and guidance officers. If within any of these three general categories parts of the program do not meet the standards of the Council, the institution may not be accredited for that particular category, or may be expected either to drop the deficient curriculum or, within a reasonable time, to remedy the deficiency. An institution whose program of teacher education is generally strong and gives good promise of further development but is still deficient in certain respects may be granted provisional accreditation for a term not to exceed three years. In such cases, the institution is expected to furnish the Council with annual reports of progress in eliminating its deficiencies, and will be granted full accreditation when standards are fully met.



## INTRODUCTORY STATEMENT RELATING TO STANDARDS

Institutions that meet the following criteria qualify for evaluation by the Council:

1. Institutions accredited by the appropriate regional accrediting association for the general excellence of their programs and by the appropriate state department of education specifically for the preparation of teachers.
2. Nonprofit institutions of higher learning offering not less than four years of college work leading to a bachelor's degree.
3. Institutions offering four-year curricula (a) for the preparation of elementary school teachers, or (b) for the preparation of secondary school teachers; or (c) institutions offering only graduate or advanced professional programs for school personnel, when such institutions provide graduate work in other fields necessary to support these programs.

As implied in the first criterion on page 1, the Council aims to avoid unnecessary duplication of effort. As rapidly as possible, therefore, the Council will cooperate with the regional and professional accrediting bodies in the collection of information from institutions, in the evaluation of institutions, and in reports to institutions.

The Council regards accreditation by a regional association as adequate insurance of the general financial stability of the institution, the effectiveness of the administration, the adequacy of the general facilities, the appropriateness of the overall program including general education and subject matter majors, the general strength of the faculty personnel policies of the institution, and the quality of instruction. The Council, therefore, evaluates the teacher education program within this setting, including the clarity and appropriateness of the teacher education objectives, the effectiveness of the organization for teacher education, the student personnel program for teacher education, the patterns of academic and professional courses and experiences offered in the various teacher education curricula, the adequacy of facilities for teacher education curricula offered, and the promise of the program of professional laboratory experiences.

The standards, it will be noted, are stated in general terms. They indicate the functions which the institution should be performing in the seven areas covered by the standards and the characteristics of the program which should exemplify such functions. Specific, quantitative standards are kept to an absolute minimum in order to allow for reasonable flexibility. Standard II, relating to the organization and adminis-

tration of teacher education, provides a good illustration. The standard specifies the functions which the organization should perform. The characteristics of a satisfactory organization are described, but no pattern is prescribed.

In establishing these standards, the Council recognizes that teacher education is and can be effectively carried on in a variety of types of colleges and universities. In applying the standards, therefore, due consideration is given to differences in objectives, organization, and curriculum patterns. The essential requirement is that the institution have a program for the preparation of teachers, supported by a well qualified faculty and adequate facilities.

### INTRODUCTORY STATEMENT RELATING TO THE GUIDE

The purpose of the guide is to help the faculty of an institution in the preparation of a report, eleven (11) bound copies of which are to be submitted to the Council at least 30 days prior to the date set for an evaluation by a team of out-of-state evaluators. The report should be brief enough that it can be bound in one volume, preferably not longer than 100 pages. It should include a fairly detailed table of contents or should have indexed tabs on the margin. In order to hold the report to a reasonable length, it should include summaries of available documents describing certain aspects of the program, with page references to the documents themselves, which should accompany the report.

The guide for each standard is designed to help the faculty show how the institution meets that standard. If the items of information called for the seven divisions of the guide will not, in the judgment of the faculty and administrative officers, present a full and complete picture of the institution's program of teacher education, ignore those items and substitute others that will. The total report should consist of seven chapters, each providing information relating to one standard.

One copy of this combination of Standards and Guide is sent in response to the initial inquiry from an institution about the accreditation of the teacher education program. Ten additional copies will be furnished free upon request. This number should make it possible to involve a large number of persons in the collection and organization of materials for the report. As the faculty members gather and organize those materials, they will become sensitive to the strengths and weaknesses of the program. If the weaknesses revealed are so serious as to threaten accreditation, the final application should be withheld until the major weaknesses are corrected.

The following suggestions are offered for conducting the self-evaluation and developing the report:

1. Some kind of body for planning and coordinating the activities in the development of the report should be constituted. This body should perform such functions as:
  - a. Propose an overall plan of faculty participation in gathering and assembling information for the report.
  - b. Decide which standards and the information relating to them require consideration by the entire faculty concerned with teacher education and which can be handled adequately by smaller groups.
  - c. Develop a set of suggestions to be used by groups in the development of their parts of the report.
  - d. Set up a time schedule for meetings and for the filing of reports by the different work groups.
  - e. Prepare the first draft of a report for submission to a designated editor at least six weeks prior to the date set for the evaluation.
2. Some one person should be made responsible for seeing that the report is accurate; that it provides the information necessary to understand what the institution does in relation to each standard; that it contains a minimum of overlapping; and that it is properly indexed and bound.

Further information regarding standards and procedures may be obtained by writing to the Director, National Council for Accreditation of Teacher Education, Mills Building, 17th Street and Pennsylvania Avenue, N.W., Washington 6, D.C.

## STANDARD & GUIDE – I – OBJECTIVES OF TEACHER EDUCATION

### Standard

The teacher education objectives of an institution should (1) indicate the school positions for which persons are prepared; (2) make clear the assumptions, beliefs, and values which the program, or any part of it, is meant to exemplify; and (3) indicate the institution's goals for improving education in general through research, service, and experimentation.

### Guide

The information desired with reference to this standard is that which is necessary to make clear how deeply involved the institution is in teacher education and why the program takes its present form.

The report should show how the objectives are reflected in the various aspects of the total program including student admission and selection, requirements in the various curricula, and the facilities.

1. Submit a statement outlining the scope and limitations of the teacher education offerings and services. This statement should explain whether both elementary and secondary school teachers are prepared; whether teachers are prepared for such special fields as agriculture, art, business education, exceptional children, home economics, industrial arts, library, music, physical education, speech, and dramatics; whether graduate work or advanced professional programs are offered for the preparation of teachers, guidance counselors, or administrators; also, whether any special services such as conferences, workshops, and consultation are offered to teachers or groups of teachers in the area being served by the institution. The statement should explain why the program is as extensive as it is or why it is so limited.
2. State the major assumptions on which the teacher education program is based. These assumptions should cover such matters as the kinds of professional assignments those being prepared will have, the nonteaching responsibilities they will have, whether or not most of them will take additional college work after graduation, the level of basic intelligence required for effective teaching, and the kind of learning experiences most likely to prepare students to begin to teach.
3. Set forth the major beliefs about teacher education held by the faculty members responsible for the policies and the program of teacher education. (The term, program of teacher education, as used here and elsewhere in this document, is meant to cover all the institution is doing in the preparation of teaching including admission and selection, curriculum, faculty selection and assignment, requirements for graduation, and facilities.) This statement should present the point of view of the faculty with reference to such matters as similarities or differences desirable in the preparation of elementary and secondary school teachers; whether or not all teachers, both elementary and secondary, should have some subject-matter concentration; whether elementary teachers should have professionalized subject-matter courses; whether there should be any common elements in the preparation of elementary and secondary school teachers; and at what time or times students should enter the curricula for the preparation of elementary and secondary school teachers. On all such issues, the reasons for the beliefs held should be stated.

4. State the major values that have guided the faculty in developing the present program of teacher education. Illustrative of some possible values from which the faculty may have selected certain ones for emphasis in the teacher education program are a well defined philosophy of life and education, superior academic achievement, a keen sense of professional responsibility and ethics, a broad general education, adequate subject-matter specialization, ability to speak and write well, skill in working with children and adults, and superior knowledge of materials of instruction. Show how the values emphasized are expressed in the various aspects of the program.
5. If the assumptions, beliefs, and values for any specialized curriculum differ markedly from those which underlie the rest of the program, state the differences.
6. Explain who participated in the formulation of the present objectives, and the process used. Also, give the date they were last reviewed. (If a formal statement of objectives for teacher education is available, send it with the report.)
7. Explain what the institution is doing by way of research and experimentation to improve education. This part of the report should include any research or experimentation being carried on by the faculty to improve the teaching of reading, the education of exceptionally bright children or slow learners, the reduction of juvenile delinquency, the evaluation of learning, and problems relating to school administration.
8. Explain any unusual aspect of the program which the faculty believes is making a special contribution to the state or to the nation. The special contribution could relate to any of the areas covered by the seven standards.

## STANDARD & GUIDE – II – ORGANIZATION AND ADMINISTRATION OF TEACHER EDUCATION

### Standard

The organization of an institution in which teachers are prepared should be such as to facilitate the planning, the administration, and the continuous improvement of a consistently unified program of teacher education. Because colleges and universities differ in overall organizational structures, no pattern of organization for teacher education applicable to all types of institutions is prescribed. Instead, three criteria for evaluating this factor are set forth as follows:

The organization (1) should be such as to assure consistent policies and practices with reference to the different segments of the teacher education program regardless of the administrative units under which they operate, (2) should be such as to facilitate the continuous development and improvement of the teacher education program, and (3) should clearly fix responsibility for the administration of policies agreed upon.

An organization will be regarded as acceptable for the development of policies when a single agency is made responsible for coordinating (1) the planning of teacher education curricula, (2) the development of policies that govern the admission of students to teacher education curricula, (3) the development of a system of registration and enrollment which makes it easy to identify all students preparing to teach and can be understood by students and faculty, and (4) the development of policies and standards for the satisfactory completion of all teacher education curricula. Such agency or unit should be representative of groups or divisions within the institution in proportion to their proper concerns for teacher education.

An organization that is effective in the continuous development and improvement of the total teacher education program will be typified by (1) a clear definition of objectives and criteria for effectiveness of important aspects of the program, (2) a continuous evaluation of the effectiveness of curricula and procedures, and (3) a consistent policy of development and testing of new and promising procedures.

Responsibility for the total program will be regarded as clearly assigned when some one person is held responsible for the administration of the total program and when that person is in a position to speak authoritatively for the total program. This same person will normally be the one responsible for recommending students for teacher certification.

### Guide

The information desired with reference to the standard on Organization and Administration is that which will help the evaluators to understand just where responsibility lies for the development of policies which govern the entire program of teacher education, undergraduate and graduate, and the lines of administrative responsibility that are set up to see that these policies are carried out. If the outline below will not bring out a complete picture of where responsibility lies, then ignore it and couch this part of the report in a different framework.

In case some essential information is included in documents already available, simply summarize them in the report, with proper page reference to the original source, and send the original documents under separate cover. Keep in mind that the evaluators will be interested in the total program, undergraduate and graduate, regardless of the division of the institution, such as a department, school, or college that offers parts of it. Institutions in which all policy matters are decided by the faculty as a whole should modify the outline below and explain the channels through which decisions relating to teacher education pass.

1. Submit a chart showing how the institution as a whole is organized—departments, divisions, schools, or colleges—with a brief explanation of the function of each unit.
2. Submit a chart showing how the institution is organized specifically for teacher education—undergraduate and graduate, elementary and secondary, including all teaching fields. The chart should show clearly what administrative units within the institution participate in the formulation of policies governing any or all aspects of teacher education, and the functions which each unit performs. For example, if the academic departments determine the subject-matter courses to be taken by students preparing to teach in that field, so indicate. More specifically, explain where responsibility lies with reference to the following points:
  - a. Decisions with reference to the amount and kind of general education required of persons preparing to teach. If such decisions are made by one group for elementary school teachers and by another group for secondary school teachers, or if by different groups for different teaching fields at the secondary level, explain.
  - b. Decisions bearing on the amount and kind of subject-matter specialization required of students preparing to teach. Make special explanations as requested in *a* above.
  - c. Decisions relating to the amount and kind of professional education required of persons preparing to teach. Make special explanations as requested in *a* above.
  - d. Determination of policies which govern admission of students to teacher education curricula. Make special explanations as requested in *a* above.
  - e. Decisions with reference to the registration of students preparing to teach.
  - f. Determination of graduation requirements for students preparing to teach. Make special explanations as requested in *a* above.

- g. Decisions of the nature indicated in *a, b, c, d, e, f*, above with reference to advanced professional or graduate programs for teachers, counselors, supervisors, and administrators.
3. Describe and explain any institutionwide committee or council which has responsibility for initiating changes in teacher education and coordinating all policies bearing on teacher education.
4. If more than one administrative unit of the institution can through degree requirements qualify a student to teach, explain.
5. If parts of the teacher education program are regularly offered by other colleges or universities, explain the plan for making certain that the work done elsewhere is of high quality and is integrated with the work the student will take here. List the junior colleges from which transfers are accepted unconditionally. Indicate the accreditation status of these colleges. Describe the basis for admitting students to graduate standing. If accreditation is used for transfer credit or admission to graduate standing, indicate what accrediting agencies are recognized.
6. Explain what organizational structure is provided or method used to give all who have an equity in teacher education an opportunity to share in the development of policies and programs relating to teacher education.

### STANDARD & GUIDE – III – STUDENT PERSONNEL PROGRAMS & SERVICES FOR TEACHER EDUCATION

#### Standard

The student personnel program and services with special reference to teacher education are evaluated in relation to the student personnel plan for the institution as a whole. The standard which relates to this special personnel function is, therefore, based on the assumption that other functions such as housing, health, faculty leadership, and student government have been evaluated by the appropriate regional accrediting association. Only such personnel services as relate specifically to preparation for teaching and for positions of leadership are covered in this standard.

The major student personnel responsibilities of an institution with reference to teaching relate to informing students about teaching, admission to and retention in teacher education curricula, advising and registration, and records and placement. Desirable policies and practices bearing on each of these functions are characterized below.



### Information about Teaching

Institutions that prepare teachers, whether single or multiple purpose in type, should make provisions for informing secondary and college students about the nature of the teaching profession, requirements for entry, and the teacher education program offered by the institution. In an institution where students have general advisers for the first two years, the administrative unit responsible for teacher education should provide appropriate written information for use by the advisers. Similar information should be provided for advisers in the secondary schools.

Institutions offering advanced professional or graduate curricula for teachers and service specialists should provide information relating to admissions, credit transfer, curricula, and requirements for completion.

### Admission to and Retention in Teacher Education Curricula

An institution should have a plan of selective admission which offers reasonable assurance that only persons of professional promise are prepared and recommended for entry into the teaching profession. The plan should include a systematic method of verifying the validity of its criteria. This standard may be met by initial screening, by selective screening at various points in the program, and by a followup of graduates to verify the effectiveness of the screening criteria used. Whatever the plan, the institution should state it as a matter of public record and should follow it. An institution should be able to justify the plan and any deviations from it. An institution will be expected to assume responsibility for the quality of students and the standards of work accepted by transfer from other institutions.

Comparable policies and procedures should apply to the selective admission and retention of persons for advanced professional and graduate curricula. In accepting transfer students to such curricula, the institution should be prepared to assume full responsibility for the level of competence of those completing the curricula, or for those transferring to other educational agencies or institutions.

### Advising and Registration

Curricular advising of students preparing to teach should be done by persons (1) who know elementary and secondary problems and needs, and (2) who are acquainted with the resources of the institution for preparing students to deal realistically with those problems.

There should be specifically stated times (e.g., freshman, junior, fifth year) at which students may be admitted to teacher education curricula. Every student who prepares to teach should at some point be admitted to a teacher education curriculum and once admitted should be expected to pursue that curriculum in an orderly manner. Once the student is admitted to a teacher education curriculum, his registration should be such that he is readily identified as a person preparing to teach. This may be done by joint registration where administrative responsibility is divided. Transfers from other curricula within or outside the institution to a teacher education curriculum should be made only at designated times, and such students should be expected to complete the regular sequence of courses required for graduation.

#### Personnel Records and Placement

Regardless of the pattern of organization for teacher education used by the institution, a unified system of records should be established for all persons preparing to teach. These records should contain appropriate academic and personal data on all persons preparing to teach and should be readily available for use by faculty members concerned with those students. Responsibility for final recommendation for teacher certification and placement should be assigned to one qualified person working under policies developed by the unit agency responsible for teacher education. All necessary data for placement should be assembled in an institutionwide placement office or in the unit responsible for teacher education. Where placement is done by an institutionwide office, basic data should also be readily available to the teacher education unit.

#### Guide

The description of the student personnel plan for teacher education should be such as to make clear to the evaluators the policies and procedures relating to it and to judge its effectiveness in terms of the above standards. Use that part of the outline below which contributes to that end and supplement where conditions in the institution seem to require. Remember that this part of the report deals with the student personnel policies and practices for all persons preparing for school positions, undergraduate and graduate, regardless of the school, division, or department under whose auspices they will be taking degrees. If some of the information requested is available in detailed form, summarize in the report, give specific page references, and attach to the report.

1. Give a description of the means used to inform school students about teaching as a profession, the nature of curricula offered, and the requirements for admission and graduation.
2. Describe the materials and methods used to inform college students who have not decided to become teachers what the requirements are and how they may be met. (This item should not be confused with orientation courses sometimes offered for prospective teachers.)
3. Report on any voluntary organization on campus through which students obtain information about the teaching profession.
4. Describe the kind of information that is made available to persons if any, who may be interested in advanced professional or graduate curricula.
5. Describe the admission policies and practices in teacher education, including:
  - a. Those that apply to all students entering the institution and the additional requirements, if any, for admission to teacher education. If requirements are not the same for admission to all teacher education curricula, report the differences with explanations.
  - b. Those applying to the admission and retention of students for advanced professional or graduate curricula for teachers and educational specialists. Include here the policy and practice with reference to transfer credit.
6. Indicate the information about a student available to those deciding whether to admit him to teacher education.
7. State whether admission is decided by one person or by several persons working as a committee. If by one person, give his position.
8. Are all students who prepare to teach admitted at some point to a teacher education curriculum? If so, at what different points may they be admitted? Include here elementary school teachers, secondary school teachers for all subject fields, teachers of exceptional children, guidance counselors, and school administrators. Also, describe the policy and practice with reference to the sequence in which courses may be taken by those who enter later than the usual year for admission.
9. Can all students who are preparing to teach be readily identified as such? If so, describe the plan which makes this identification possible.

10. Describe the system of records, noting:
  - a. the major items of information included
  - b. where they are kept and to whom readily available

**Note:** The evaluators will wish to see a sampling of the records of regular students, of probationary students, and of transfer students. Copies of all forms used should be assembled for the evaluators to see when they arrive.
11. Describe the plan for placement of teachers and specialists, noting:
  - a. the officer that takes responsibility
  - b. the origin of the policies he administers
  - c. fee charged, if any
  - d. proportion of those who completed the various teacher education curricula last year that were placed in school positions. Account for those not placed. For specialists, if any, such as counselors, supervisors, and administrators, indicate the kinds of positions in which they were placed.
12. State whether or not responsibility for recommending all teachers for certificates is placed on one person. If divided, explain.
13. Describe the plan followed in the evaluation of the effectiveness of the teacher education program.

#### STANDARD & GUIDE – IV – FACULTY FOR PROFESSIONAL EDUCATION

The statement of the standard, and the guide for developing information on this standard, is based on the assumption that the general conditions which make for a strong faculty, such as preparation, academic freedom, sabbatical leave, salary, and retirement have been found by the appropriate regional association to be satisfactory. The statement here applies, therefore, to the special conditions that relate to those faculty members who have some direct responsibility for the strictly professional aspects of the teacher education program.

##### Standard

The essential conditions with reference to the professional education faculty of an institution relate (1) to the qualifications of the total group to provide the program being offered, and (2) to the number of members available to handle effectively the program and student load.

### Qualifications

The preparation and experience backgrounds of the faculty as a whole should be in keeping with the professional responsibilities to be carried. Each faculty member will be expected to be competent in the field or fields of his assignment. As the offerings increase in scope, the number of faculty members and the areas of preparation covered by them should increase. Also, as more advanced curricula, including graduate offerings, are introduced, the proportion of the total faculty having superior qualifications should increase. Ranks, degrees, experience backgrounds, salaries, and conditions of work should compare favorably with other faculty members carrying work of comparable level in the institution.

The vitality of the professional education faculty should be evidenced by strong leadership within the institution, the state, and the nation; by continuous efforts toward the improvement of teaching; by productivity in writing; and by study and research in the periodic review and improvement of the teacher education program. The qualifications of the faculty for extension and summer session assignments should meet the same high standards.

### Number and Teaching Load

An institution should provide a faculty for professional education adequate in number as well as in quality to meet the individual needs of the students to be served and to perform the other functions essential in a dynamic institution. A majority of the courses in professional education offered during any semester or term should be taught by regular full-time faculty members.

The teaching load of each faculty member should be determined by (1) the number of different preparations per week, (2) the number of students for which he is responsible, (3) the nonteaching responsibilities which he has, (4) the amount of personal attention which each assignment requires, and (5) the experience of the faculty member. No one person should be assigned to teach all professional education courses. The total load should be balanced among the faculty members. Extension teaching, consultant services, research, membership on active committees, counseling, and supervision of student teaching should not be added to what is regarded by the institution as a normal load. The teaching load, taking into account the factors mentioned above, should be in harmony with the load assigned in the institution generally.

### Guide

The report relating to this standard should be designed to help the evaluators understand the qualifications of the professional education faculty to provide the program that is offered and the policies that influence their work. If information other than that requested in the outline below will accomplish this purpose, substitute it for what is requested. The only specific requirement is that the information headed, Roster of Faculty for Professional Education, be completed. Where detailed statements bearing on points in the outline are available in separate form, include in the body of the report only the essential information from these detailed statements, make specific page reference to the full statement, and send the full statement under separate cover.

1. Provide information on the professional education faculty, covering: (Use tabular form, if possible.)
  - a. proportion holding each rank
  - b. salary scale in operation for each rank as compared with regular academic departments
  - c. proportion of full-time faculty members holding doctor's degrees, master's degrees, and bachelor's degrees as compared with regular academic faculty
  - d. number on and heading institutionwide committees
  - e. teaching load, taking into account the factors listed in the standard above, as compared with that carried by academic faculty teaching courses at comparable levels
  - f. proportion of courses taught by part-time outside faculty as compared with proportion of academic program taught by outside persons.
2. Provide information required by the table headed, Roster of Professional Education Faculty, entering as many members as possible on one page, yet giving full information. (Prepare for the evaluators when they arrive a supplementary data sheet for each faculty member, showing his assignments and activities.)
3. Supplementary to information in 2 above, develop a descriptive summarizing statement for the professional education faculty as a whole, covering:
  - a. changes made in course content and methods during past five years
  - b. important activities relating to the improvement of the teaching profession and education in general within the state during the

last five years, including research, consultant service, speaking and writing.

4. Report the three largest and the three smallest classes taught by professional education faculty members last semester. Explain.
5. Give the qualifications that faculty members must have who teach academic or professional education courses open to students doing graduate work.
6. Provide evidence of professional education faculty improvement within past five years, including:
  - a. new members appointed and their qualifications
  - b. members who while employed by the institution have completed doctor's degrees within past five years
  - c. members who have been granted leaves for research and study during recent years, giving names and dates of leaves
  - d. number of professional education faculty members added to handle increased enrollment and expanded program.
7. Describe typical faculty activities which indicate vitality, such as staff workshops at beginning of school year, committees on evaluation of total program, revision of curricular patterns, and participation in state, regional, and national organizations.
8. Give the proportion of the summer session faculty in professional education that came from outside the institution during the last two summers. Give (a) the regular position (not college position) held by each, (b) his assignment in college summer session and special contribution to the summer session, and (c) the highest degree held by each.
9. Name the persons outside the regular faculty who taught some extension courses in professional education last year. Give their regular professional positions and the highest degree held by each.
10. State the policy with reference to the availability and use of regular faculty for summer sessions.

Roster of Faculty for Professional Education		
<i>Name</i>	<i>Rank or Title</i>	<i>Highest Degree Held<sup>a</sup></i>

\* Include on this, and additional sheets, the information indicated for each faculty member who has responsibility for any part of the professional education program. Do not include those who give full time to the strictly academic departments. List in alphabetic order.

a B.A. or B.S.; M.A. or M.S.; 60 Sem. Hrs. Graduate work; Doctoral

b Give all assignments for each faculty member for the past two years including *title* and *number* of each course, whether regular or extension, the credit hours, and the preparation which the faculty member has had for the assignment. If the assignment consists of the supervision of thesis writing, supervision of student teaching, or advising of students, so state and indicate the number of students supervised in the *Cr. Hrs.* column.

c Enter the correct number of years of teaching experience in each column as follows: E-elementary school; S-secondary school; O-other college or university; P-present location.

d If full time for professional education, simply mark with X; if part time, indicate whether 3/4, 1/2, or 1/4 time is given to professional education. If the faculty member is employed full time by the institution but only part time in professional education, place an F after the fraction, as 1/2 F.

e Salary for regular academic year, not including extension or summer session.

NOTE: Additional copies of this form may be obtained upon request.





## STANDARD & GUIDE – V – CURRICULA FOR TEACHER EDUCATION

This standard relates to all courses and experiences – subject matter and professional education – included in the various curricula offered and the patterns in which they are organized. As here used, a curriculum is a configuration of courses designed to prepare persons for a particular school position. All curricula, both undergraduate and graduate, offered by the institution for the education of teachers are covered by this standard. This includes such special fields as agriculture, art, home economics, industrial arts, and music, as well as the more common curricula for the preparation of elementary teachers, secondary teachers, guidance counselors, supervisors, and administrators.

### Standard

The common and differentiated aspects of all curricula offered should be in harmony with the stated teacher education objectives of the institution. Each curriculum should be specifically planned in terms of the common needs of all teachers and the special needs of persons who will fill the position for which the curriculum is designed. The planning should be with reference to both the subject matter and the professional education needed to prepare for a specific school position. The adoption of subject-matter majors designed for another purpose or the fulfillment of requirements made by some outside agency does not necessarily satisfy this standard. An institution should plan common and differentiated aspects of all curricula according to principles the faculty can defend.

Institutions offering graduate curricula for school personnel should provide substantial field services to the schools relating to the graduate curricula offered.

More specifically, each curriculum offered will be appraised on the basis of the following criteria:

1. All curricula should offer to the students the opportunity to become well educated persons.
2. All curricula for preparing school personnel should provide the common subject matter and professional education needed by all teachers, whether elementary, secondary, vocational, administrators, or other specialists.

3. Each curriculum should differentiate to the extent necessary to provide the subject matter and professional education required by the position to be filled.
4. There should be a planned sequence or pattern for each curriculum consisting of the subject matter and professional courses which all must take to complete the curriculum. Because of the differences in undergraduate curricula which teachers have had, the patterns for graduate curricula will necessarily be more flexible. Such curricula should, when combined with the undergraduate curriculum, constitute a satisfactory pattern.
5. Each student should be expected at some point to commit himself to a curriculum and follow it to completion. If students are permitted to enter a particular curriculum at more than one point (sophomore, senior, etc.), the program should be so planned that the required courses will follow in an orderly sequence.
6. Curricula designed for experienced teachers, for former teachers returning to service, and for college graduates with no specific professional preparation should each have its own pattern of subject-matter and professional education courses based on principles that can be defended.
7. Only those courses which make effective use of school and community resources should be offered off campus. Regular academic and professional education courses which require library or laboratory facilities that cannot be provided in off-campus situations should be offered only on campus where such facilities are available. The amount of credit for off-campus study should be limited so that a majority of the work required in any curriculum will be completed in full-time residence study. Credit applicable to the completion of a curriculum or a degree should be granted for only those off-campus courses listed as acceptable for that curriculum or degree. A maximum of one semester hour for each fifteen hours of off-campus class work or activity should be offered.
8. In the interest of high quality scholarship and the performance of full professional responsibility, persons in full-time employment should be limited in the amount of on-campus and off-campus work which they may take during an academic year.
9. Summer session work should be designed to meet the needs of the constituency to be served. The offerings should include a balance as between subject matter and professional courses. Students should be permitted to enroll for credit toward the completion of a curriculum in only those courses outlined and designated as electives for

that curriculum. Credit for full-time summer session students should not exceed one semester hour of graduate credit per week, not more than eight for six weeks of undergraduate study for exceptionally strong students.

### Guide

The purpose of the report relating to this standard should be to help the evaluators understand (1) what the institution requires by way of subject matter and professional education courses of all students preparing to teach regardless of grade level or subject-matter field; (2) the extent and nature of differentiation from the common requirements that is made for each curriculum; and (3) the sequence of subject matter and professional education courses offered in each curriculum.

1. Give an overall description of the offerings in teacher education, both undergraduate and graduate, covering:
  - a. the school positions for which specific curricula are offered (elementary, secondary, vocational, and school administrators) and the number of years required to complete each curriculum. If students may qualify for a teaching certificate with less than four years of preparation, indicate how this situation is handled.
  - b. any special programs offered, such as (1) refresher courses for former teachers returning to teaching, and (2) curricula for college graduates who did not originally prepare for teaching.
2. Prepare a table showing the number of students enrolled in the entire institution during the current semester in each teacher education curriculum, undergraduate and graduate. Show full-time and part-time students. For part-time students, show whether enrolled by extension or in evening or Saturday courses. Also, show the number completing each curriculum during the last academic year including the summer session.
3. Provide the following information relative to all teacher education curricula. (This should include curricula for elementary school teachers, for secondary school teachers of regular academic subjects, for secondary school teachers of special subjects as art and music, and for secondary school teachers of such vocational subjects, as agriculture, business, industrial arts, and home economics. It should not include advanced professional or graduate curricula for any school positions.) On this item, cover:

- a. the pattern of general education required in all teacher education curricula. If there is a pattern which most but not all take, describe it and indicate which curricula do not follow the program which all others do.
  - b. the sequence of professional education required in all teacher education curricula. What is wanted is what everyone takes regardless of what he plans to teach.
  - c. the minimum and the maximum of subject-matter concentration that is required. (This refers to a field or fields of subject matter, such as English, mathematics, science, social studies.)
4. For each curriculum leading to the bachelor's degree, describe in sufficient detail for one to understand, the amount and nature of general education, professional education, and subject-matter concentration required. It is suggested that descriptions be in paragraph form, omitting exact titles of courses and the credit hours for each course if such information can be found in published documents. Give specific page references to such documents and send with report.
5. Report fully on all advanced professional or graduate curricula offered for school personnel, covering:
- a. the courses, if any, common to all curricula. (That is, for elementary teachers, secondary teachers, guidance counselors, and administrators.)
  - b. the number of students enrolled in each curriculum during (1) the last summer session, and (2) the last regular academic year. On the second item, show separately which were full-time students and which part-time.
  - c. the extent to which students enrolled in these curricula are permitted to take courses normally open to undergraduate students.
  - d. the proportion of courses in each curriculum open to graduate students only.
  - e. the amount of professional education and academic credit required in each curriculum. If there are no specific requirements as to balance between these two aspects, describe what is considered a typical program which a student takes.
  - f. the extent to which a separate graduate or advanced professional curriculum is required for each school position. Is there, for example, one for elementary teachers, one for secondary teachers, and one for school administrators? If so, describe briefly the offerings and requirements for each.

6. Report on extension, off-campus courses offered for credit, either undergraduate or graduate, covering the following:
  - a. amount that may apply to degree requirements
  - b. nature of courses offered off campus
  - c. policy and practice relating to course substitutions by students for courses outlined in various curricula
  - d. policy and practice with reference to the use of regular faculty or outside persons as teachers of off-campus courses
  - e. policy and practice of time requirements and credit allotments
7. Report any new undergraduate or graduate curricula that have been added and fundamental changes that have been made in any or all teacher education curricula within the past ten years. Also, report any changes contemplated.

#### STANDARD & GUIDE – VI – PROFESSIONAL LABORATORY EXPERIENCES FOR PROSPECTIVE TEACHERS

Professional laboratory experiences constitute an essential part of the professional education sequence for the preparation of teachers and of persons for all other professional school positions. The importance of such experiences and the necessity for being specific with reference to standards concerning them justify giving this aspect of teacher education a special heading in the standards.

##### Standard

The terminology used in this standard is as follows:

*Professional Laboratory Experiences* include all direct relationships with children, youth, laymen, and professional groups which contribute to the effectiveness of a person in performing the total functions of a teacher.

*Student Teaching* is that part of professional laboratory experiences designed to help the student to understand the total job of the teacher in a modern school.

*College Supervisor* is a college faculty member who supervises student teaching.

*Director of Student Teaching* is a college faculty member who is administratively responsible for making all arrangements for student teaching.

*Supervising Teacher* is an elementary or secondary school teacher under whose direct supervision the student does his student teaching.

*Laboratory School* is an elementary or secondary school, off campus or on campus, which is used for student teaching or other forms of laboratory experience.

#### Nature and Scope of Laboratory Experiences

The whole array of laboratory experiences including student teaching should be designed to make real the concepts that are developed through reading, lectures, audio visual aids, and discussion; to help the student develop skill in applying the concepts being developed; and to help him identify those aspects of this preparation to which he should give further attention. For the achievement of all of those purposes, it is essential that the laboratory experiences be closely related in time and nature to the professional education courses of which they are an essential part.

The range of professional laboratory experiences should include systematic observation, limited participation and full participation in the kinds of school and community activities in which the student will later engage as a teacher. Student teaching should be the culmination of the total laboratory experience. Such experience should go beyond the teaching of a group of children in a classroom.

The nature and scope of laboratory experiences will, therefore, be appraised in terms of their promise to make concepts meaningful and to give the student skill in doing the total job of the teacher.

#### Arrangements for Professional Laboratory Experiences

An institution may conceivably provide high quality laboratory experiences of the scope described above with or without a campus laboratory school. When a campus laboratory school is available, it should be used primarily for experimentation, student observation, and limited participation. The amount of student teaching done in a campus laboratory school should be definitely limited. When off-campus schools are used, they should be adequate in number to accommodate the laboratory experiences prior to student teaching and the student teaching experiences, and should be readily accessible to both faculty and students. Regardless of the location and ownership of facilities, the plan for professional laboratory experiences should meet the following criteria:

1. The sequence of academic and professional courses should be so planned that students have time for observation and participation

- in connection with appropriate professional education courses and for a continuous period of student teaching which will help students to gain experience in performing the total functions of a teacher.
2. A working relationship assuring an effective program should exist between the institution and the school or schools in which laboratory experiences are provided. This should be such as to make for effective planning, unhampered administration, adequate supervision, and careful evaluation. If off-campus schools are used, they should be of high quality and the faculty personnel of the schools should participate as full partners in all aspects of the program.
  3. The number of teachers and pupils in the schools used should be large enough to provide the full range of professional laboratory experiences without crowding the schools with college students. The number of students doing student teaching and the quantity of other laboratory experiences offered in a building should not be such as to jeopardize the quality of educational experiences for children.
  4. College supervision, student participation, and supervising teacher relationship to the institution should not suffer because of the location of the laboratory school.
  5. The institution, the laboratory school, and a supervising teacher in the school should share a clearly delineated responsibility for providing high quality experiences for each student teacher. The supervising teacher under whom the major classroom teaching will be done should coordinate the other experiences of the student teacher. The supervising teacher should be a competent teacher and an understanding supervisor who gladly accepts the assignment.
  6. The institution should provide adequate supervision of student teachers by well qualified members of the regular college faculty as well as by responsible supervising teachers in the schools. The relative responsibilities of college faculty supervisors and supervising teachers in the schools should be clearly defined.
  7. The sequence of courses for the preparation of such specialists as guidance counselors, supervisors, and administrators should be so organized and scheduled as to allow for appropriate laboratory experiences.

### Guide

The information on this standard should be designed to help the evaluators understand what professional laboratory experiences are provided and the arrangements that are made to insure high quality.



*The evaluators will be interested not only in student teaching but in other laboratory experiences prior to student teaching as well. With specific reference to student teaching, they will wish to know whether there is a general plan for all student teaching or a different one for each teacher education curriculum.*

1. Describe the working relationship between the institution and the laboratory school or schools, covering:
  - a. the number and location of all laboratory schools in which students observe, participate in limited experiences, and do regular student teaching
  - b. the extent of control the institution has over these schools such as ownership of the buildings, employment of the administrative and supervisory staff, the selection of the teachers, and the salaries of the administrators and teachers
  - c. the amount paid, if any, to each school teacher for services, the provisions for holding planning conferences with administrators and teachers in laboratory schools, and special scholarships for supervising teachers
  - d. the arrangements for transporting college supervisors and student teachers to and from the laboratory schools and the arrangement for housing student teachers while away from the campus if full-time, off-campus student teaching is done
  - e. the kind of preparation program the institution provides for its supervising teachers.
2. Report on the assignment of student teachers during the past academic year, covering:
  - a. the total number of students who did student teaching each semester or quarter last year
  - b. the number of laboratory schools used (count each building unit as a school), and the number of student teachers assigned to each
  - c. the largest number of student teachers assigned to a supervising teacher during one student teaching term.
3. Describe the time and credit arrangement for student teaching, indicating:
  - a. the number of weeks, the number of days per week, and the number of hours per day students in the various curricula devote to student teaching. If the time arrangements for various curricula differ, report the differences and explain.
  - b. the semester(s) or quarter(s) in which student teaching is done

- c. the amount of credit given for student teaching. If it differs for the various curricula, explain.
4. Describe the professional laboratory experiences which students have prior to student teaching, covering:
  - a. the courses in connection with which laboratory experiences are provided. Give one or two examples.
  - b. laboratory experiences, exclusive of student teaching, not associated with any specific course
  - c. the time provided in student schedules for doing laboratory work
  - d. the names and location of schools and agencies in which laboratory experiences other than student teaching are provided.
5. Report on the supervision of student teaching, covering:
  - a. the allocation of responsibility for the assignment of student teachers to schools and/or supervising teachers. If this responsibility is not centralized in one person, explain how it is distributed.
  - b. the number and titles of faculty members who have some responsibility for supervision of student teaching
  - c. the amount of time (hours per week) given by each college supervisor to the supervision of student teaching, the number of students supervised, and the other assignments, if any, of each college supervisor.
6. Describe the activities in which student teachers engage, covering:
  - a. the proportion of time they spend in the classroom of the supervising teacher
  - b. the proportion of time spent in other classrooms
  - c. the proportion of time spent finding and organizing materials of instruction
  - d. the kinds of classroom activities in which student teachers engage
  - e. the kinds of non-teaching school activities in which student teachers engage
  - f. the kinds of activities in relation to parents and community groups in which student teachers engage.
7. Describe in the appropriate supplements laboratory experiences provided for persons preparing to become specialists in such areas as guidance, supervision, and administration, covering:
  - a. where such experiences are provided
  - b. the arrangements with the laboratory schools that provide them
  - c. the nature of the experiences and the courses with which they are associated
  - d. the schedule arrangement for providing them.

## STANDARD & GUIDE – VII – FACILITIES AND INSTRUCTIONAL MATERIALS FOR TEACHER EDUCATION

### Standard

The strength of a teacher education program is determined in part by the supporting facilities, equipment, and materials of instruction. The statement outlining acceptable standards in this area is based on the assumption that the institution has acceptable facilities, equipment, and materials of instruction to support a strong program in general education and subject-matter specialization. This standard deals, therefore, only with what an institution should have by way of facilities, equipment, and materials to support an adequate program of professional education.

#### Building Facilities and Equipment

The professional education faculty and administrative officers should be housed in quarters which will facilitate their successful operation. The quarters should include a conference room for faculty planning and adequate faculty office space for administration, for student counseling, and for secretarial services. Adequate facilities for housing the professional education library, either in the general library or as a separate unit, the instructional materials laboratory, and the placement office are essential. Classroom space suitable for instruction in profession education should be provided.

Equipment for mimeographing or otherwise duplicating materials and modern audio-visual equipment should be readily available to the professional education faculty. Facilities for necessary faculty travel or a substitute that will not hamper the program should be provided.

#### Materials of Instruction

The professional education library should be adequate to support the instructional, research, and school service program of the institution. Special attention should be given to the book and periodical collections which support the basic professional education curriculum. In addition, the library should contain materials sufficient in number and scope to meet the needs of the number of students enrolled in each curriculum. Research materials for use by the faculty and by students in advanced professional or graduate curricula should be provided. Also, the library should include professional education books and periodicals for use by teachers in the schools served by the institution.

There should be available either in the library or a separate unit such audio-visual materials as slides and stereographs, microfilms, motion picture films, film strips, tape recordings, and music recordings suitable for teachers. Also, such other instructional materials as will help prospective teachers to become acquainted with modern materials of instruction should be available. These should include a library of up-to-date textbooks, reference materials, maps, charts, course outlines, and instruments for the evaluation of learning.

### Guide

The report on this standard should be designed to make clear to the evaluators the facilities, equipment, and materials of instruction available for use in professional education.

1. Describe the building facilities and equipment available for professional education, covering:
  - a. the housing and office equipment available for professional education faculty
  - b. the classrooms and their equipment for teaching professional education
  - c. the housing of the professional education library
  - d. the availability of rooms with special facilities for remedial work in reading and speech
  - e. the availability of space for research for small seminar groups and for special projects.
2. Report any building facilities for professional education in process of construction or that have been authorized.
3. Report any special equipment available to the faculty or graduate students for research.
4. Report other available facilities thought to increase the effectiveness of the professional education program such as transportation, exhibit space, and one-way vision screens.
  - a. professional education library books and periodicals
  - b. special equipment for teaching professional education
  - c. research in professional education by the faculty.
6. Report on the instructional materials available for professional education, including:
  - a. a general description of the library materials available for (1) the basic professional education courses, (2) specialized materials for each curriculum, both undergraduate and graduate, and (3) the major periodicals

- b. a report of the audio-visual materials such as films, slides, and recordings available for professional education
- c. a description of other instructional materials such as sample textbooks for use in public schools, charts, tests, encyclopedias, and maps that are available for teaching professional education.

Note: The evaluators will be interested in seeing the orders placed for professional education books within the past year, and in discussing with appropriate persons the methods used in keeping library materials up to date.